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ABSTRACT

The fifth of nine volumes (EC 114 401-409) on recreation for the handicapped examines special recreation in rural areas. The following 11 papers are included: "Recreational, Cultural and Leisure Services for the Handicapped in Rural Communities in Iowa" (D. Szymanski); "Recreation for Handicapped in Rural Communities" (J. Nesbitt); "Programming for the Handicapped" (R. Lantz); "A Review of Direct Federal Assistance for Local Programs for Leisure Opportunity for the Handicapped" (R. MacNeil); "Report on Second National Conference on Rural America" (T. Hoffman); "Travel Report on Informal Survey of the Status of Recreation for the Handicapped in Buchanan County" (T. Hoffman); "Recreation, Cultural, and Leisure Services for the Handicapped in Rural Communities" (J. Nesbitt and C. Seymour); "Handicapped Children, Outdoor Education and Recreation at Camp Singing Waters" (G. Bruton); "Programming for the Handicapped in Rural Populations in the State of Missouri" (G. Hitzhusen); "A Project to Develop a Checklist for County Cooperative Extension Service in Iowa of Possible Services in Recreation for Handicapped Based on a Survey of Selected Extension Service Personnel" (T. Hoffman); and "The Rural Cooperative Leisure Service Model" (J. Root, C. Stensrud, G. Quiring). (CL)

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Institute Report #7

National Institute on New Models of Community Based Recreation and Leisure Programs and Services for Handicapped Children and Youth - A Project Funded by the U.S. Bureau of Education for the Handicapped

Special Recreation in Rural Areas

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1978

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The University of Iowa
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Recreation Education Program

RECREATIONAL, CULTURAL AND LEISURE SERVICES FOR THE HANDICAPPED IN RURAL COMMUNITIES IN IOWA

A REPORT OF:

The CARI-Impact Institute on Recreational, Cultural and Leisure Services for the Handicapped in Small Communities and Rural Areas in Iowa, Fairfield, Iowa, December 2, 1976.

EDITED BY:

David J. Szymanski

CONDUCTED BY:

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FORWARD

The pages which you are about to read can be summed into three words: "A *Philosophy of Cooperation.*" On December 2, 1976, an Institute on Recreational, Cultural, and Leisure Services for Handicapped in Small Communities and Rural Areas in Iowa was held in Fairfield, Iowa. This was a cooperative effort between the Fairfield Department of Parks and Recreation and the Recreation Education Program, The University of Iowa:

1. The CARI-Impact Project;
2. The BEH Models Special Project; and
3. The BEH Training Grant.

CARI-IMPACT is a project funded by the Higher Education Act of 1965, Title I: Community Service and Continuing Education. *CARI* is a model to improve the delivery of rural-based *CULTURAL AND RECREATION SERVICE IN IOWA.*

The Models Grant is a special project funded by the Bureau of Education for the Handicapped (BEH), U.S. Office of Education. The special project is devoted to the identification of model programs, and the development of training materials which will be used in training of personnel at regional institutes.

The Training Grant is a personnel preparation project funded by the Bureau of Education for the Handicapped (BEH), U.S. Office of Education. The training grant is devoted to developing leisure education and experiences for the handicapped through in-service training, school and community liason, university level preparation, research and evaluation.

Presented in the following pages are the proceedings of the Institute as they were transcribed from notes taken by the Institute recorders. The Institute participants advocated for the delivery of services to the handicapped. The changes that they have advocated for; the ideas that were shared; the needs and objectives that they surfaced are expected to be reality within the next decade. In order for the handicapped to lead enriched lives, *THIS HAS TO HAPPEN!*

While there were representatives present from state agencies and The University of Iowa, there was an assortment of persons representing local agencies. *THIS IS WHERE THE ACTION IS.* These persons are on the firing line and at the level of operation where the ideas proposed in the state offices are tested to see if they can and will become reality.

This Institute was the beginning of a process to investigate the needs and objectives of the handicapped in terms of their leisure needs and interests. The information will be compiled in the form of a position statement to be issued at a later date. This is the beginning of a theme, "A *Philosophy of Cooperation.*"

OPENING REMARKS

SECTION I:

Spencer McKinney
Fairfield Department of Parks and Recreation

The Fairfield Department of Parks and Recreation is interested in the leisure needs and interests of all handicapped, disabled and aged persons. For this reason, it is cooperating with The University of Iowa, Recreation Education Program, the CARI-IMPACT Project, in conducting this Institute, "Recreational, Cultural and Leisure Services for Handicapped in Small Communities and Rural Areas in Iowa."

John Nesbitt
University of Iowa

The CARI-IMPACT Project is being conducted by the Recreation Education Program at The University of Iowa and is directed toward providing assistance to the development of recreation and cultural services in rural areas in the State of Iowa.

This project is directed to:

1. *Contribute to the growth of recreation and cultural services in the State;*

2. *Increase the competency of governmental officials, community leaders and lay persons in organizing recreation and cultural services; and*

3. *Provide guidelines which can be used in the establishment of recreational and cultural services.*

In addition the project will:

1. *Provide direct extension assistance to any community of 5000 or less in the state;*

2. *Demonstrate the utilization of guidelines for establishing and operating services in eight (8) communities; and*

3. *Establish eight training institutes (regionally located) for government officials, community leaders and lay persons.*

David Szymanski
University of Iowa

The purpose of this Institute is to convene persons representing local, county and state agencies, services and interests for the purpose of identifying:

1. *Needs and objectives for a given group of clients (handicapped, disabled, aged) in terms of their leisure pursuits;*

2. *Blocks and barriers towards participation in recreational activities; and*

3. *Solutions to and the resources necessary in eliminating the blocks and barriers in order that the population may more easily attain dignity and respect relative to their leisure needs and interests. Precisely, that is the long-term objective which is being initiated by this Institute.*

This Institute is not the only effort which is investigating and developing planning strategies in the areas of recreation, the handicapped or rural communities, but is one of the few efforts which will combine all three areas, meaningfully, in order to develop a position statement which can be used as a discussion tool in future planning. These parallel efforts are important:

1. Second National Conference on Rural America (November, 1976, Des Moines, Iowa)

2. Governor's Conference on Recreation (October, 1976, Des Moines, Iowa)

3. State (Iowa) White House Conference on the Handicapped (October, 1976, Des Moines, Iowa)

4. Annual Conference of the Iowa Park and Recreation Association (Fall)

5. Annual Conference of the Iowa Association of Health, Physical Education and Recreation (Winter)

6. The Iowa 2000 Project (The State of Iowa in the year 2000...)

Furthermore, in addition to the formal efforts outlined above, agencies are providing a variety of services which can be termed recreational in their nature. Agencies are beginning to address the leisure needs and interests of this population. As we have come to the realization some years past, they are embarking upon an effort of understanding. Simply, these agencies providing a variety of necessary and qualitative services are aware of the influence of leisure and the impact of this segment of time toward contributing to or hampering one's career, rehabilitation, recovery--one's existence. Therefore, this Institute is necessarily divided into three components:

1. State Resources
2. Success Stories/Strategies
3. DELPHI Work Groups

STATE RESOURCES

SECTION II:

Roberta Kerr
Vocational
Rehabilitation

Vocational Rehabilitation's primary objective is to provide the client (ages 16 and above) with saleable skills in order that s/he may secure employment. In general, the program extends four weeks. The leisure service program provides exposure to recreational activities, but the problem occurs when the client re-enters the community where, in most cases, the services are not available, inadequate and/or the person is not trained to utilize them.

One of the means to addressing this problem is the use of a Social Skills Assessment tool. This assessment would be interpreted to the regional counselors who would deal with it on a local level. One of the problems facing clients upon returning to the community is the management of their leisure time. There have been no studies to determine the total number of people having problems in their employment and whether or not these problems are related issues in their leisure hours.

James Colgan
Developmental
Disabilities

The State of Iowa receives $400,000 under the Developmental Disabilities program (PL94-103). The funds are allocated as direct service grants to agencies serving the Mentally Retarded, Epileptic, Autistic and the Cerebral Palsied. The State Council on Developmental Disabilities has set the following funding priorities:

1. Residential facilities; and
2. Residential facilities and transportation.

The State Planning Office has recently conducted an informal survey of county care facilities, government officials and others relative to recreation and the DD population. The tentative results are:

1. There existed an overwhelming need for formal recreational services.

2. The general attitude of governmental officials was that recreational opportunities are available to everyone and that additional funding was not necessarily the factor in non-participation by DD clients.

3. There was a general lack of awareness of the leisure area and its contribution to rehabilitation. Part of this void can be bridged by providing the correct information about recreational programs to local residents and by organizations (i.e., Iowa Association of Retarded Children).

4. The problem of transportation, in particular, to mostly rural areas, weighed heavily in the responses of persons surveyed.

5. Finally, the respondents felt that the DD client must participate with the normal population as a means of coping with rejection, etc., in pursuing his/her goals.

Merry Matrie
Special Education

In cooperation with the local education agencies, the Department of Public Instruction has identified 33,140 handicapped individuals receiving special education instruction on a full-time basis. Additionally, there exists a segment of the school population which is involved in various itinerant, clinical and supportive services not directly related to instruction.

In the school system, handicapped individuals are exposed to various aspects and insights into leisure through classes in art, music, motor and physical development. The effort is in emphasizing leisure time outside the school environment through the classes in physical education.

Marsha Yancy
reporting on
Social Services

Social Services is an agency which deals with the basic needs of a person or family. In most cases, persons pursue Social Services as a last resort and when they need immediate attention.

Basically, the agency provides both preventive and protective care. The following is a partial list of the services the agency can provide:

> Child abuse clinic, foster care, family counseling, day care, summer camps, homemaker services, budgeting and a volunteer (Big Brother) service.

Essentially, the agency possesses a resource file and acts as a referral service or a go-between to organizations which can provide the service sought by the client.

Thomas Hoffman
reporting on
Buchanan County

An analysis of Buchanan County finds approximately five percent of the population, or 1087, classified as Developmentally Disabled. The following agencies are providing services to the handicapped.

> Exceptional Persons, Inc.; Association of Retarded Citizens; Boy Scouts; local libraries; Area Association for the Deaf; local Multiple Sclerosis Society; and the county home.

In terms of rural areas, three barriers exist for the handicapped:

1. Geographical--the services are located at various "centers" and are not accessible, for there exists no transportation system which can accommodate the handicapped.

2. Architectural--buildings are not physically accessible to the orthopedically handicapped, the aged, and persons with spinal conditions.

3. Attitudinal--the attitudinal problem exists both with the handicapped themselves and in the minds of the providers of public and private services. The handicapped have to exert their rights relative to services and the agencies have a responsibility to respond to the needs and interests of the handicapped.

The apparent need in Buchanan County is to employ an individual at the county level to coordinate the activities, agencies and services for the handicapped. This would assist a large portion of the population. Finally, because of the network of centers for the elderly, there is a need to expand the centers to accommodate the handicapped. This effort would reach a large portion of the handicapped population.

Recreation for Handicapped in Rural Communities

(A Summary of Comments and Exchange at the Fourth CARI-Impact Institute Held in Fairfield, Iowa, December 2, 1976)

by

John A. Nesbitt
Professor and Coordinator
Advanced Studies and Research
Recreation Education Program
University of Iowa
Iowa City, Iowa 52242

The Dilemma of Rural Communities

On December 1, 1976 Mayor David Childs of Shenandoah, Iowa convened the "National Rural Communities Mayors Conference." Eighteen representatives attended the conference from 18 Iowa towns as well as one from Missouri.

The basic problem that we are confronting in the holding conducting the CARI-Impact Project is epitomized in the National Rural Communities Mayors Conference. That problem is the fundamental inability of rural communities and rural areas to provide the basic services that are needed to achieve an acceptable basic standard of living. Rural communities in all parts of the nation suffer from a lack of basic services and facilities that are available in urban communities. Education, health and social service provide the urban dweller with advantages over the rural dweller.

However, over the last few years we have become increasingly aware that urbanization is also fraught with disadvantages. Urbanization and dense population concentration has led to high levels of water, air, light and sound pollution. In major urban areas we have witnessed the near collapse of services and facilities. Daily the national media brings reports of chaotic conditions and crisis in Los Angeles, in New York, in Detroit, in Chicago. Of course, it is not simply the headline stories that reflect the difficulties of the urban areas. Our friends in urban areas, the professional reports we read and our forays to the urban areas tell us directly of serious problems.

During the recent Second National Conference on Rural America we received reports of a shift in population movement, a shift to rural migration. So, it may be that over the next 10 and 15 years we will see a return to rural communities. Undoubtedly, this relates to the fact that today the less densely population areas now have something of the best of both worlds, that is, through the media, particularly television, and through the dispersement of recreational opportunities such as centers for the performing arts, many recreational opportunities that were available only in the urban centers are now available in rural communities; and, in many rural communities there is still the semblance of a rational, humanistic lifestyle as contrasted with the "jungle" character of urban centers and the commercial, materialistic values of the urban areas.

The Focus of This Institute

This CARI-Impact Institute is directed to a particular group of consumers of public services and facilities--the handicapped. By handicapped, we mean people whose physical, mental, emotional or sensory disabilities interfere with their normal functioning in education, employment, community living or recreation.

Having worked in rehabilitation in Florida, New York and California and having been involved professionally in rehabilitation and recreation for some twenty years, I have the personal and professional responsibility to share with the Iowa public, with Iowa public services at the local county and state levels and with my co-workers in recreation and rehabilitation. My opinion is that the delivery of recreational services and opportunities to and for handicapped has and is lagging behind needs of consumers who are handicapped. Further, Iowa lags behind bordering states as well as lagging behind many of the states such as New Jersey, California, and others which lead the nation in the creation and delivery of recreation and programs and services for handicapped.

We in Iowa do not necessarily want to match New York or California program for program or service for service. There are many economic, demographic and cultural differences. But Iowa also lags behind bordering states.

I wish to submit the following letter which suggests some of the dilemma that we confront with the handicapped school age child, that is, pre-school through 12th grade.

Transcribed Letter

November 19, 1976

Dr. John A. Nesbitt, Professor
Recreation Education Program
East Hall
University of Iowa
Iowa City, Iowa 52242

Dear Dr. Nesbitt,

As a school social worker, I am especially concerned about our education of handicapped children. Because of a degree I have in recreation, my focus is on recreation for the handicapped.

I am quite aware of the state, area and L.E.A. staffing for special education and S.L.D. students. They have recently added physical therapists. Can recreation "consultants" be far behind? Do they, recreation consultants for the handicapped, exist in the special education school system any place in the state?

Several years ago I tried to get an E.S.E.A. Title VI innovative grant to work out a recreation program (primarily outdoor) between the D.P.I. Special Education division and the "County Associations for Retarded Citizens".

It cleared local hurdles, but I now realize there would have been no one in the special education area with whom to communicate and that 95% of the teachers would have been unable to comprehend cooperation in that area.

Enclosed are some excerpts which give the federal and state mandates for recreation for handicapped. What are the professionals going to do about them?

Your answer would be welcomed.

Sincerely yours,

Sara K. Smerud
School Social Worker
Key High School
Lansing, Iowa

Attachment

Transcribed Letter - Attachment

A. Relative to P.L. 94-142

Section 3

"Statement of Findings and Purpose"
(C) It is the purpose of this Act to assure that all handicapped children have available to them,...a free appropriate public education which emphasizes special education and related services designed to meet their very unique needs....

Section 4

(16) The term "special education" means specially designed instruction ... to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education....

(17) The term "related services" means transportation and such developmental, corrective and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation and medical services...).

B. Relative to School Laws of Iowa, Code of Iowa

257.25 Educational Standards

Although physical education is required of all students physically able in grades K-12 there is further definition of physical education in section (g) of part (6) which pertains to grades nine through twelve:

"Physical education activities shall emphasize leisure time activities which will benefit the student outside the school environment and after graduation from high school."

257.25

(5) Provision for special education services and programs shall be made for children requiring special education.

Miss Smeruds is a very perceptive social worker. She has raised many basic questions. We first came to know her through the CARI-Impact Institute held in 1975-76 in Decorah under the direction of Mr. Robert Hunt.

My answer to Miss Smerud is as follows.

Dear Ms. Smerud,

I quite agree with each point that you have made in your letter.

By way of confirmation of my concurrence with your statement I would report that we are conducting research and M.A. level training on recreation for handicapped here at the University of Iowa through grants received from the U.S. Bureau of Education for the Handicapped. We have been carrying on this activity for five years.

Regarding the "recreation consultant" let me report the following:

1. The need for this calibre of professional has been recognized by the National Therapeutic Recreation Society in establishing a professional job description for this role and a voluntary registration system as well as designing a special curriculum for training of such persons.

2. The need for these personnel has been recognized by the U.S. Congress (particularly Senator Ted Kennedy), the U.S. Department of Health, Education and Welfare and its Bureau of Education for the Handicapped in that it, the Bureau, has provided for and funded a special training program for Therapeutic Recration Service Specialists (who among others provide consultation as part of a major function).

3. This need has been recognized by the University of Iowa and its Recreation Education Program in receiving grants from the Bureau of Education for the Handicapped since 1972 for the purpose of providing training for this type of personnel as well as a special Master of Arts Graduate Assistantship financial award for the students.

4. In 1973 it became apparant that the funding of a recreation consultant would be possible under the provision of the new Iowa law but the response of the necessary elements was not forthcoming. The 'necessary elements' were the recreation profession, the state agencies, the handicapped consumer groups and the advocate groups (parents, friends and professional rehabilitation personnel).

5. Thus, the necessary funds to pay therapeutic recreation specialist personnel to provide consultation as well as many other critical services were not provided nor was any provision within the Department of Public Instruction or the Department of Social Services made to properly recognize and employ these personnel. The result is that some of our graduates are taking positions out-of-state in keeping with their professional training or they are taking positions which underutilize their training and underutilize their service delivery capacity or they are making lateral moves, for example, going into college teaching in therapeutic recreation service.

Regarding the provision of physical education for handicapped children and the Iowa School Code let's say the following:

1. There is little information available that suggests that Iowa has provided adapted physical education to handicapped students in the state. Interestingly, the handicapped child may have a greater need for physical education than the non-handicapped child; but, it appears that our schools and school system have circumvented this need. This is certainly not in keeping with the spirit of the Iowa's traditional committment to providing high quality education for its citizens.

2. As the present Iowa School Code reads it would appear that in general the delivery of adapted physical education instruction is not in compliance with the existing Iowa law.

Regarding U.S. Public Law 94-142, I can report the following:

1. Physical education is a fundamental part of the basic 'individual educational plan and program' and a state that fails to provide adapted physical education for handicapped children is not in compliance with the law, as I understand the situation.

2. Mr. David J. Szymanski, a member of our M.A. Training Project Staff, is currently serving on the Department of Public Instruction planning committee that is studying the matter. For information on the results expected I suggest that you write Ms. Merry Matrie of the DPI who is in a position to provide an authorative and official report.

Regarding "leisure time activity" in the physical education curriculum, let me say the following:

1. Physical education in the schools and professional recreation service in the community have a reciprocal role. The child, or handicapped child, must receive during his or her education the basic competencies to manage leisure, including the necessary philosophy and values relative to proper use of leisure, cultural-recreational-leisure activity skills, insight in how to manage leisure in terms of resources, and competency in managing his or her leisure (money, resources, information, sources of information, how to budget and manage money, preparing for family recreation, preparing for retirement), and the necessary positive habits of participation. For the handicapped individual, this leisure education is doubly important for the following reasons. A handicapped person may have more leisure time than the non-handicapped (or his or her time may be only leisure if severely handicapped and unemployed); thus, life's very meaning and purpose may come from leisure pursuits (and sometimes, a vocation comes from these leisure pursuits). A handicapped person must learn hundreds of compensations alternative to normal participation because we estimate that 90 percent of all public buildings have architectural barriers, because money will be short after paying special medical bills and disability related expenses, because many or most activities may have to be adapted or modified and this takes some doing. For these and other reasons that I won't go into here, preparation for leisure fulfillment for handicapped in the elementary and secondary school curriculum is absolutely necessary and the physical education courses must necessarily address themselves to the total leisure needs of the handicapped. My professional opinion is that physical education and adapted

physical education are, have been and will be capable of dealing with only about 10 percent of the range of cultural-recreational-leisure activity areas. What should be done is to offer a basic "Leisure Education" course and the most competent professional to teach such a course is a trained recreation professional. However, we have no intention of making our professional recreation curriculum into a teaching curriculum in order to obtain the teaching certificate and thus be eligible to teach in the public schools. Unfortunately, education and recreation have not had a meeting of the minds on this issue either in the teaching of the course, Leisure Education, or in the staffing of the Community Education Program where essentially the recreation professional has the appropriate competencies to plan, organize, implement and evaluate a community education program. (In some states, California, for example, this accord has been reached between the educational establishment and the recreation establishment and recreation professionals are directing school based and financed Community Education Programs.)

2. As the handicapped child has not had an opportunity to obtain leisure management competencies, he or she presents himself to the recreation or therapeutic recreation professional as recreationally incompetent. And, the administrative policy in communities and institutions is to disallow recreation professionals from using time and funds for individual or group instruction or individual or group counseling in leisure management and leisure settlement. The result is that handicapped are ill-equipped to deal with the dilemma of cultural-recreational-leisure participation and fulfillment.

This is my initial response to your letter. I will seek additional information and write again as soon as possible.

Very best regards.

Sincerely,

John A. Nesbitt

Major Issues and Problems

1. New Dimensions of Cultural-Recreation-Leisure Personal Fulfillment, Management, Settlement

I would mention briefly here that from the professional therapeutic recreation point of view there are a number of important innovations, namely, "leisure assessment and plan", "leisure counseling", "leisure education", "therapeutic recreation service" and "cultural rights and responsibilities of handicapped." These services need to be introduced into the service delivery system for handicapped, particularly those living in rural areas.

2. Need for Models for Delivery of Recreation Services and Opportunity for Handicapped in Rural Areas and Rural Communities

It is of fundamental importance to note that there are very few instances nationwide of any effort to confront the need for recreational opportunity for handicapped in rural communities. We are conducting a national project on models of community recreation for handicapped and thus far we have had no report of any 'model' for delivery of services in rural communities.

3. Adult Vocational Rehabilitation Clients Have Serious Problems in Leisure

In Iowa last year among those disabled 16 years of age and above who received vocational rehabilitation services, I estimate that 15 percent encountered severe difficulties in achieving leisure settlement. Further, I estimate that 15 percent lacked the ability to make a satisfactory leisure settlement which interfered with their successful vocational settlement.

4. Handicapped Children Not Receiving Adapted Physical Education or Leisure Time Preparation

Iowa has 33,140 registered school age handicapped children receiving special state and local education services. I estimate that of this number no more than 3,300 are receiving adapted physical education. Thus, 30,000 are not receiving services. Further, there is no information available that suggests to what extent the 3,300 are receiving "leisure education", an "individualized leisure assessment and plan" or professional recreation services.

5. Day to Day Problems in Providing or Participating in Cultural-Recreational-Leisure Programs and Services in Rural Communities and Rural Areas

--Transportation
--No one to go with (loneliness)
--Negative lifestyle (person builds life patterns around not participating)
--Parents won't/can't put themselves out
--Lack of information, lack of communication
--Handicapped have other, higher priority or critical concerns such as housing,

A Review of Direct Federal Assistance for Local Programs for Leisure Opportunity for the Handicapped

Richard MacNeil

February 22, 1976

A Paper Presented to
104:420, Advanced Professional Seminar in Recreation
Professor John A. Nesbitt

Fall, 1975

Introduction

The pursuit of happiness is an inalienable right granted by the United States Constitution. To many individuals the participation in recreational activities is a contributing factor to their pursuit of happiness. But to many of our nation's ill, disabled, and handicapped, the opportunity to enjoy the basic human activity of recreation is impossible. Architectural barriers, transportation difficulties, insurance concerns, and many other similar problems restrict far too many Americans of the chance to ever realize the intrinsic rewards a recreational experience can bring. At the local level the lack of available money is an additional major deterent to the establishment of recreation services to special populations.

While it is a well-known fact that money is not a panecea for all ailments, it is equally known that financial support can often serve to ease the effect of defiencies in other areas. In order to help provide money to local areas the federal government has initiated several programs administered by a variety of agencies to support local efforts to promote recreational services to special populations.

The following is a brief assessment of existing direct federal assistance for local programs for leisure opportunities for the handicapped.

The programs of direct federal aid to local communities will be reviewed using the following outline.

A. Type of Program (described in general terms)
B. Administering Federal Department
C. Authorization
D. Types of Assistance
E. Program Objectives
F. Person or Office to Contact for Information
G. Program Assessment.

I.

A. Education Program
B. Office of Education - Department of Health, Education, and Welfare
C. Education of the Handicapped Act, Title VI.
D. Formula Grants
E. To assist in the initiation, improvement, and expansion of educational and related services for handicapped children at the preschool, elementary, and secondary school levels.
F. State Education Agencies
G. Concerning local recreation agencies relationship to this source of funding, three points appear very clear. First, recreation is not implicitly stated as a primary receiver of funds under this program. Rather, it must be classified as a "related service" and thereby is subject to administrative interpretation. It would seem that recreation advocacy groups would be essential to acquiring federal money under this program.

Second, the grants are awarded to educational agencies not recreation agencies. Thus, the need for interagency coordination between the two groups is necessary.

medical costs and upkeep, jobs, architectural barriers, extra time invested in doing basic things such as self-care, laundry, meals
--Lack of public awareness of handicapped in the community ('out of sight so they don't exist')
--Neither recreation or rehabilitation agencies accept basic responsibility for recreation for handicapped

6. Low Priority Given Recreation by State Agency Advisory Bodies

There are 50 state agency's advisory boards whose areas of concern deal directly or indirectly with recreation and leisure time. Of these there are 10 which deal with ill or handicapped and in turn, necessarily, have a de facto responsibility for recreation and leisure for their clients, patients, etc. Generally, these advisory boards have given a low priority or no priority to recreation for handicapped.

There are 50 advisory councils to the Governor or state agencies in Iowa that deal directly or indirectly with recreation or recreation related areas. Some 15 of these relate to people who have problems such as the Department of Social Services. For the entire group of 50 it is not believed that more than six (Governor's Committee on Employment of the Handicapped, Iowa Arts Council, Government's Council on Sport and Fitness, Civil Service Commission and Department of Public Instruction and Iowa Conservation Commission) have received any type of advocacy statement regarding recreational needs and problems of handicapped in the last five years. Further, it is believed that none of the 50 Iowa advisory boards have received (and therefore have not considered) a substantive needs statement relative to recreation for handicapped in the last five years.

Summation

Data on the amount of recreation service being provided to handicapped is limited. The limited survey work that we have done over the last few years suggests that in urban areas no more than five percent of the handicapped are receiving professional recreation service making participation possible and meaningful. The number and range of services is, of course, highest in the larger metropolitan areas. These services, limited as they are in high density areas, drop off to nothing in small communities, in rural communities and in rural areas.

A review of the programs and services provided in rural communities and rural areas for senior citizens or senior citizens who are disabled to varying degrees, to social service clients, to developmentally disabled clients and to other handicapped groups suggests that cultural, recreational and leisure programs and services are very, very limited or non-existent. Any serious attempt to enhance the quality of life in rural communities and rural areas must include direct attention to the leisure needs and aspirations of people who are handicapped.

SUCCESS STORIES AND STRATEGIES

SECTION III

Kenneth Zucker
University of Iowa

Recreational and educational programs should foster the idea that disabled handicapped and normal persons are not different. Their needs and interests are as individual and common as the majority.

David Szymanski
University of Iowa

To follow is a partial list of organizations who have a direct interest in the recreational and leisure time interests and needs of the handicapped, the elderly and other special populations:

1. National Recreation and Parks Association (National Therapeutic Recreation Society), 1601 North Kent Street, Arlington, Virginia 22209.

2. Iowa Park and Recreation Association (Therapeutic Recreation Society), Coleen Dowell, President, Psychiatric Hospital, Room 1-124, University of Iowa, Iowa City, Iowa 52242.

3. Iowa Ad Hoc Committee on Physical Education for the Handicapped, Iowa Department of Park Instruction, Merry Matrie, Department of Public Instruction, Grimes Office Building, Des Moines, Iowa.

4. American Alliance of Health, Physical Education and Recreation, Julian Stein, 1201 16th St., N.W., Washington, D.C., 20036.

5. Iowa Association of Health, Physical Education and Recreation, Jeannette Scahill, President, Halsey Gym, Room W129, University of Iowa, Iowa City, Iowa 52242.

6. National Consortium on Physical Education and Recreation for the Handicapped, John Nesbitt, President, NEA Building (Suite 610E), 1201 16th St., N.W., Washington, D.C. 20036.

DELPHI

SECTION IV

The following is an analysis of a work group effort on identifying the needs and objectives of a given population in terms of their leisure needs and interests. The research in this area is an on-going process; therefore, the data represents a partial perspective.

Handicapped in Small Communities and Rural Areas in the State of Iowa

PHYSICALLY HANDICAPPED (CEREBRAL PALSY, PARAPLEGIC, QUADRIPLEGIC)

Needs/Objectives	Problems/Blocks/Barriers	Solutions/Resources	Exemplary Programs
A. Social/Emotional	1) Attitudes 2) Ignorance 3) Re-adjustment 4) Self-image 5) Learning how skills 6) Locating programs 7) Realistic program selection	1) Recreation programs 2) Service clubs 3) Churches 4) Social activities 5) Education 6) Mainstreaming 7) Leisure education, counseling	1) Easter Seals 2) S.P.I. (Iowa City) 3) Special Olympics 4) New Games
B. Maintenance 1) Employment 2) Education 3) Leisure	1) Insurance 2) Architectual barriers 3) Building design 4) Vehicles 5) Finances 6) Staff	1) Laws, enforcement 2) Special grants 3) Public transportation with lifts 4) Accessible buildings 5) Response by people, policy makers 6) Demonstrations 7) Volunteers 8) Donations 9) Rennovations	1) S.E.A.T.S. 2) Medi-cab (N.Y.City) 3) R.S.V.P. 4) Discount programs
C. Motivational			

MENTALLY ILL/EMOTIONALLY HANDICAPPED

Needs/Objectives	Problems/Blocks/Barriers	Solutions/Resources	Exemplary Programs
A. Social/emotional	1) Acceptance 2) Fear 3) Self-esteem 4) Family attitudes 5) Negative stigma 6) Stereotypes 7) Self-worth	1) Education 2) Socialization 3) Resource personnel 4) Rehabilitation 5) Out-patient services	1) Half-way houses 2) Systems Unlimited
B. Maintenance 1) Employment 2) Education 3) Leisure	1) Insurance 2) Staff 3) Facilities 4) Employment 5) Case Loads 6) Money	1) Medicade 2) Welfare services 3) Community Centers 4) Service Organizations 5) Community mental health	1) Churches 2) A.A. 3) YMCA, YWCA
C. Motivational			

Handicapped in Small Communities and Rural Areas in the State of Iowa

MENTALLY RETARDED (TRAINABLE, EDUCABLE, SEVERELY/PROFOUND)

Needs/Objectives	Problems/Blocks/Barriers	Solutions/Resources	Exemplary Programs
A. Social/Emotional	1) Integration 2) Physical attributes & characteristics 3) Acceptance 4) Community acceptance 5) Denial 6) Embarrassment 7) People and values	1) Social skills education 2) Communication through media 3) Parental education 4) Mainstreaming/integration	Concerns Inc. Nishna, Iowa
B. Maintenance 1) Employment 2) Education 3) Leisure	1) Individual and community attitude 2) Guardian's finances 3) Trained staff 4) Personnel commitments 5) Financial support 6) Resources 7) Lack of coordination, cooperation	1) Special education 2) Public relations & education 3) Parental counseling 4) Sheltered workshops 5) Leisure education & counseling 6) "Focus" workshops 7) Grants 8) Education in social skills 9) Early Education 10) Mainstreaming/Integration 11) Physical conditioning 12) Use of community resources 13) Leadership 14) Incentives 15) Training Programs 16) Skilled assessment, evaluation personnel	1) Assoc. of Retarded Citizens 2) Coalitions for Disabled Persons 3) Art & the Handicapped Programs 4) Smouse School (Parental education programs) 5) Special Populations Involvement (SPI) Iowa City, Iowa 6) AEA 3, Terry Nelson, Emmetsburg, Iowa 7) Nisha Productions, Marlan Gammon Shenandoah, Iowa 8) Red Barn, Storm Lake, Iowa 9) Camp Courage, Monticello, Iowa
C. Motivational			

Handicapped in Small Communities and Rural Areas in the State of Iowa

AGED

Needs/Objectives	Problems/Blocks/Barriers	Solutions/Resources	Exemplary Programs
A. Social/Emotional	1) Additional time 2) Lack of work 3) Poor self-image 4) Public's attitude 5) Lack of communication 6) Lack of accessibility to family community 7) Position of non-worth	1) Volunteerism 2) Counseling 3) Civic involvement 4) Political pursuits 5) Use of libraries 6) Education 7) Public relations by agencies 8) Visibility	1) Foster grandparent 2) RSVP 3) Living History 4) Senior Citizen organizations
B. Maintenance 1) Employment 2) Education 3) Leisure	1) Appropriate activities 2) New opportunities 3) Judgemental decisions by others 4) Slower pace of life 5) Lack of ramps, accessibility 6) Inadequate housing 7) Lack of transportation (public, private, voluntary) 8) Low finances (cost of living)	1) Educational architects 2) Self-planning 3) Financial planning and budgeting 4) Renovation of existing services 5) Development of coordinated efforts 6) Leisure skills education 7) Special rates for goods and services	
C. Motivational			

Handicapped in Small Communities and Rural Areas in the State of Iowa

SENSORILY HANDICAPPED (BLIND, DEAF, DEAF-BLIND)

Needs/Objectives	Problems/Blocks/Barriers	Solutions/Resources	Exemplary Programs
A. Social/Emotional	1) Integration 2) Lack of social skills 3) Acceptance 4) Fear 5) Dependence 6) Parental control	1) Skill development 2) Education for public 3) Leisure education 4) Television (PR) 5) Assertive Training	Smouse School (Des Moines)
B. Maintenance 1) Employment 2) Education 3) Leisure	1) Lack of skills 2) Financial	1) Training 2) Financial planning 3) Deaf signing on television	
C. Motivational			

SUMMARY

SECTION V

The CARI-IMPACT Institute participants develop an important theme. A theme is a series of words which permeates an entire speech, song, and, in this case, an Institute on "Recreational, Cultural and Leisure Services for Handicapped in Small Communities and Rural Areas in Iowa." Most importantly the theme is an idea to reflect back upon in future months.

The theme which evolved from the Institute was that of *COOPERATION.* The persons in Jefferson County were committed to copperation among agencies. Furthermore, they express the need to copperate with various state agencies. The state agencies were receptive to the idea of cooperation. Thus, the participants embraced a *"Philosophy of Cooperation."*

A Philosophy of Cooperation has a series of steps:

1. *Awareness* -- The handicapped, the elderly and the disabled represent a special population in need of services. Agencies provide a variety of services. We are aware.

2. *Orientation* -- The area of leisure is an important aspect of a person's life. The handicapped person frequently suffers from a dramatic increase in leisure time. Some agencies provide recreational-type services. We are orientated.

3. *Communication* -- Can agencies get together? Can there be a referral agency? Can state agencies supply consultation and funds? We are communicating.

4. *Planning* -- A position statement is needed. Select persons should be contacted. We should plan a future meeting. We are planning.

APPENDICES

A - Agenda for Institute

B - Lantz: "Programming For The Handicapped"

C - MacNeil: "A Review of Direct Federal Assistance for Local Programs for Leisure Opportunity for the Handicapped"

D - Hoffman: "Report on the Second National Conference on Rural America"

E - Evaluation of Institute

F - Participants in Institute

G - Hoffman: "Travel Report on Informal Survey of the Status of Recreation for the Handicapped in Buchanan County"

CARI-Impact Institute

Fairfield, Iowa

December 2, 1976

at the St. Mary's Catholic School

"Recreational, Cultural and Leisure Services for Handicapped in Small Communities and Rural Areas in Iowa"

Institute Coordinator: Spence McKinney, Director
Parks and Recreation
Fairfield, Iowa

Program Coordinators: David Szymanski, Instructor
Recreation Education Program
The University of Iowa
Iowa City, Iowa

Gail Greenwood, Graduate Assistant
Recreation Education Program
The University of Iowa
Iowa City, Iowa

Program

9:00 Registration

9:15 Opening Remarks: Purpose of Cari-Impact
Institute: Spence McKinney, David Szymanski
Introducation of Panel I

9:30 Panel I: State Resources
Vocational Rehabilitation: Roberta Kerr, Coordinator
Social Skills Assessment
Developmental Disabilities: Clell Hemphill
Department of Public Instruction: Merry Matrie
Welfare: Marsha Yancy, Graduate Student, The University of Iowa

10:30 Coffee Break
Slide Presentation

11:00 Introduction of Panel II
Panel II; Sucess Stories/Strategies
Special Populations Involvement Program of Iowa City: Jan Lown, Director
Buchanan County: Tom Hoffman, Graduate Assistant and Student, The University of Iowa
L.A. County: Ken Zucker, Instructor, The University of Iowa
Johnson County: Esther Wipf, Graduate Student and Research Assistant, The University of Iowa

12:00 Lunch

12:30 Video Tapes

1:00 DELPHI

2:00 Summary of Institute

PROGRAMMING FOR THE HANDICAPPED

by

Ronald D. Lantz
Director of Parks, Recreation and Dock Commission
Fort Madison, Iowa

Everyone is aware that handicapped people are in a special population group. However, when considering recreation for this group, everything possible must be done to consider the needs of the disadvantages and to minimize the feeling of being on the outskirts of the activities. A special effort should be made to normalize this group into the community.

All program areas should be made available to the handicapped. These areas should include the arts, crafts, performing arts, hobbies, sports, games and athletics, outdoor recreation, social recreation, volunteer services and literary recreation.

The arts, crafts, hobbies and performing arts categories are just as beneficial to handicapped individuals as they are for those who are more fortunate. Activities in these areas such as painting, ceramics, singing or dancing can help create and hold the interest of a handicapped person. They can help him or her to actually participate in the activity, not just sit on the sidelines and watch.

The category of sports, games and athletics and outdoor recreation are especially excellent for the disadvantaged. First of all, they provide some good physical exercise and enjoyment. Second, these categories usually are accompanied with a change of environment, something often needed by those confined to the indoors because of their disability.

Social recreation, volunteer services and literary recreation always provide good activities for everyone. Social get-togethers such as parties, dances, etc. help bring about interaction between the participants as well as provide a good change of atmosphere. The handicapped can benefit from volunteer services and literary recreation just as much as any individual. Everyone wants to feel needed and important, thus by volunteering and participating in literary activities the disadvantaged can feel they are useful and intelligent individuals.

These programs are meant to be utilized by all individuals, but it must be realized that they should be made adaptable to whichever group of handicapped is present - mentally or physically. The important thing to remember is that they must do the same activities as others, only at their own level.

Other points must also be considered when programming for the handicapped. First of all, all physical architectural barriers in the areas where the particular program is to be held must be eliminated. Also, close supervision for a one-to-one or one-to-two relationship should be provided so that participation and progress of the individual can be observed. The concept of competition should not be stressed, while the idea of complete participation should be emphasized. The participation, efforts and accomplishments of the handicapped should not be ignored. Disadvantaged individuals need recognition and rewards just as everyone does. Finally, remember that handicapped individuals are usually limited to one type of environment. Scheduling special events such as trips to movies, dances, parties or picnics are tremendously enjoyable and beneficial for this special populations group.

Handicapped individuals deserve everything that more fortunate people take for granted. This special populations group should be given the same opportunities and rights to enjoy their leisure time as we all do.

Finally, the grants are awarded directly to states - not local communities.

Therefore, it is recommended that local agencies establish ties with their appropriate state authorities in order to be eligible for funds allocated under this program.

The broad scope of this program (Beneficiary Eligibility include: mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, emotionally disturbed, crippled, etc.) makes it an important source of potential funding for local recreation agencies.

II.

A. Physical Education and Recreation for Handicapped
B. Office of Education - Bureau of Education for the Handicapped - Department of Health, Education, and Welfare
C. Education of the Handicapped Act, Title VI, Part E
D. Grants and Contracts
E. To improve physical education and recreation programs for handicapped children through support of research and demonstration projects
F. Director, Division of Research Bureau of Education for the Handicapped
G. This potential source of federal money can be directly tapped by local recreation agencies (public or private). As the program's stated objectives indicate, recreation is a primary consideration and thereby local leisure service agencies are clearly entitled to apply for financial support.

However, the one possible deterrent to the actual awarding of this program's funds to local agencies concerns the emphasis placed upon "research and demonstration projects." Too often local recreation programs are necessarily more concerned with the provision of "average" services that they lack the time and/or qualified personnel to allow for innovative approaches to initiate research and demonstration projects.

III.

A. Day Care Program
B. Office of Education - Department of Health, Education, and Welfare
C. Social Security Act, Title IV
D. Contractural Services (provides 75% Federal Funds - requires 25% local matching funds. Any local funds may be used, i.e., foundations, individuals, Public Funds, such as Park and Recreation subsidy.)
E. To discover, test, demonstrate, and promote utilization of new social and rehabilitation service concepts which will provide service to dependent and vulnerable populations.
F. County Welfare Departments
G. The above program offers money to local agencies (municipal or private) to enhance services for all handicapped and retarded infants through 18 years of age. While the improvement of leisure opportunities is not the specific objective of the program, it appears that funds made available through Title IV of the Social Security Act could provide a major source of funding to local recreation agencies. The Recreation Center for the Handicapped in San Francisco, for example, has made extensive use of

these funds for recreational purposes. However, funds made available under this program do require an extensive (day-long) recreation commitment. It is difficult to believe many public recreation agencies could provide this type of service.

It seems clear that in order to make the best use of the funds offered by this program a recreation service must be organized in a manner similar to the Recreation Center for the Handicapped.

IV.

A. Developmental Disabilities Assistance
B. Social and Rehabilitation Service - Department of Health, Education, and Welfare
C. Developmental Disabilities Services and Facilities Construction Amendments of 1970 (84 State. 1316-27) replaced in part and expanded the Mental Retardation Facilities, and Community Mental Health Centers Construction Act of 1963.
D. Formula Grants
E. To assist State and local public agencies and private non-profit organizations serving persons who have a disability resulting from mental retardation, cerebral palsy, epilepsy, or other neurological condition which originates before age 18 and is a substantial handicap.
F. Commissioner, Rehabilitation Services Administration, Social and Rehabilitation Services - HEW
G. On a broad basis, grants awarded by D/D Act may be used to assist local or non-profit private agencies in the construction of facilities to house services for the developmentally disabled and to assist in the provision of services to the developmentally disabled. The available money may be used to offset costs of operation, staffing, and maintenance of facilities.

It would appear that the money available under the D/D Act could have vast potential for local recreation agencies. A well developed proposal could provide community agencies with funds to hire specially trained recreation personnel and also to support needed modifications and adaptations of existing facilities to provide the handicapped with an equal opportunity for participation in leisure activities. Additionally, monies could be obtained to aid in the construction of new facilities designed to offer the handicapped an equal chance to achieve leisure fulfillment.

V.

A. Outdoor Recreation
B. Bureau of Outdoor Recreation - Department of the Interior
C. Land and Water Conservation Fund Act of 1965; Public Law 88-578
D. Project Grants
E. To provide financial assistance to the States and their political subdivisions for the acquisition and development of outdoor recreation areas and facilities for the general public, to meet current and future needs.
F. Bureau of Outdoor Recreation

G. In attempting to assess the impact of Lawcon Funds on local recreation programs for special populations four points must be considered. First, all project grants are awarded to states - not directly to community agencies. Thus, it is imperative that local agencies develop a working relationship with the proper state offices to be eligible for Lawcon Funds.

Second, it is significant that when awarding Lawcon grants the Bureau of Outdoor Recreation usually give priority consideration to projects serving urban populations. This appears to be a positive factor for local recreation agencies attempting to develop outdoor recreation opportunities for special populations.

Third, it must be noted that listed among the program's objectives is "the development of outdoor recreation areas and facilities for the general public." In this age of enlightened public awareness toward the needs of the handicapped it seems significant that the Lawcon legislation emphasizes "general" public opportunity. It appears that Lawcon funds can be justifiably used to aid the development of outdoor recreation facilities that provide an equal chance of participation for all Americans.

Finally, it is evident that the Bureau of Outdoor Recreation is becoming increasingly conscious of their responsibility in providing outdoor facilities and programs for our nation's handicapped. For example, in August, 1975 BOR's Director, James Watt, responded to an advocacy letter by Professor John A. Nesbitt by stating, "We will make an effort to scrutinize all further requests for Lawcon Funds to assure that the handicapped will be given equal consideration in the design and planning of new recreational facilities." Therefore, it seems highly probable that local recreation agencies attempting to develop programs for special populations have an important source of potential federal funding under the Land and Water Conservation Fund.

VI.

A. Services for the Aged
B. Social and Rehabilitation Service - Department of Health, Education and Welfare
C. Older Americans Act of 1965, Title III, as amended by Public Law 90-42 and Public Law 91-69
D. Formula Grants
E. To provide assistance to States and Community organizations for support of programs for the aged and aging
F. Commissioner, Administration on Aging, Social and Rehabilitation Service - HEW
G. Grants issued by this program must be used to assist the aged and aging. The program lists such exemplary uses of funds as: "setting up" and maintaining multi-purpose senior centers; planning and coordination of special programs for the aging; etc. While recreation is not specifically identified as a service to the elderly, it seems quite possible that the

above listed examples are quite consistent with existing community recreation programs for senior citizens. Therefore, it is reasonable to assume that the grants offered under this HEW program are potential sources of revenue to local recreation agencies.

VII.

A. Community Service Centers
B. Department of Housing and Urban Development
C. Housing and Urban Development Act of 1965, section 703, Public Law 89-117
D. Project Grants
E. To provide funds to aid in the construction of rehabilitation of community service centers which offer a wide range of community services.
F. Office of Community Development, Department of Housing and Urban Development
G. As with several pieces of previously reviewed legislation, in order for local recreation agencies to obtain funds under this program recreation must be considered a related service. It would appear clear that leisure programs could be considered a part of "a wide range of community services." However, realistically it is up to the initiative and determination of local agencies to "sell" recreation to HUD officials to obtain available funds.

VIII.

A. Social Rehabilitation Programs for "Aid to the Blind, Old Age Assistance and Aid to the Totally Disabled"
B. Department of Health, Education, and Welfare
C. HEW Title XIV
D. Contractural Services (provides 75% Federal Funds - requires 25% local matching funds). Any local funds may be used, i.e., Foundations, Individuals, Public Funds such as Recreation and Park subsidy; Recreation and Park can use facilities for "in kind" matching funds.
E. County Welfare Department
F. Again, leisure services is not listed as a primary goal for this HEW program. However, as recreation becomes an increasingly accepted element in the Rehabilitation process, it seems feasible that funds made available through this program could be increasingly used by local recreation agencies.

Recreation Center for the Handicapped offers an excellent example of the use of funds made available through this program.

IX.

A. Federal Revenue Sharing
B. U.S. Office of Revenue Sharing
C. HR 14370
D. Direct Funds
E. To provide federal money to state and local governments for ordinary and necessary maintenance and operating expenses for public safety, environmental protection, public transportation, health, recreation, libraries, social services for the poor and the aged, financial administration; or ordinary and necessary capital expenditures authorized by law.

F. U.S. Office of Revenue Sharing, Washington, D.C.

G. Since the amount of federal revenue sharing funds allocated to each local area directly reflects their population and tax effort it additionally reflects (in an inverse manner) the level of personal incomes. Thus, it is possible for two local governments which are similar in relation to population and tax effort to receive different amounts of federal funds because of the variations in the initial allocations. This appears to be a very equitable manner by which to distribute federal money.

In terms of recreation, it should be noted that it is listed as a possible expenditure under the program's objectives. I believe this is an important step forward for the profession - more recognition of this type is highly desirable.

Further inspection indicates that money is not specifically alloted to develop recreation programs and facilities for the handicapped. While the poor and the aged are identified as potential target groups, there is no recognition of individuals possessing physical handicapping. Therefore it is again a subject open to interpretation - can federal revenue sharing funds be used to create recreation programs for special populations?

As I have previously mentioned I believe situations calling for interpretations should be avoided and future revenue sharing objectives should include specific reference to special groups.

A final point must be made concerning the list of possible objectives for which revenue funds are aimed. Since the list is very broad (at least 10 different categories), it seems likely that competition for dollars among targeted agencies will occur. Some consideration should be given to fixed allocations to avoid such competition.

Conclusion

As a result of the foregoing analysis two very obvious conclusions might be ascertained. First, it is readily evident that financial support for recreational services is seldom listed as a funding objective. In only one (Education for the Handicapped Act, Title VI) of the eight reviewed federal programs was aid for recreation ever stated as a program objective. In the other programs recreation is either subject to interpretation as a "related service" or as a general "community service" for special segments of the population (i.e., Formula Grants under the Older Americans Act). The ramifications of this situation are clear. In order for the recreation profession to be considered a primary objective for future federal funding it must develop an identity of its own and provide a justifiable rationale for its existence. Otherwise it will never outgrow the status of a "related service" and always be limited by administrators' subjective interpretations.

A second point that must be made concerns the channeling of federal funds to local communities. It appears that the direct route from Washington to Smalltown, U.S.A. is seldom followed. Instead, most federal funds are awarded to state or county agencies and then filtered to local communities. While this procedure may facilitate ease of handling, it ultimately requires local

communities to compete with one another for the attention of state officials. A situation that could possibly develop would have an undeserving town be awarded federal money simply because they had more influence on the state political level. It is this writer's belief that programs of direct federal aid to local areas should be developed.

In the final analysis the ultimate responsibility for the development of local services for recreation for the ill and handicapped lies within each community. Although the available federal money is not as much as we would like, or obtained as easily as we would like, the fact remains that it does exist. It is up to the iniative, the determination, and the inherent desire to help the handicapped that will finally decide which towns and communities will receive federal support for their recreation programs and services.

Reference:

Stein, Julian. A Catelog of Federal Assistance Relating to Recreation and Physical Education for tne Handicapped.

Washington: Information and Research Utilization Center in Physical Education and Recreation for the Handicapped (IRUC), American Alliance for Health, Physical Education and Recreation, 1974.

MEMORANDUM

Report on Second National Conference on Rural America: Tom Hoffman

Date: November 16, 1976

Place: The Hotel Savery; Des Moines, Iowa

Purpose:

Rural America is a national membership organization of people concerned with the whole range of rural problems and needs. Its membership is made up of people from all walks of rural life, and others associated with a variety of public interest organizations.

Rural America is involved in a national program of policy oriented research, public information, education and advocacy designed to improve human opportunities in rural areas. This includes preparation and distribution of educational materials, reports, studies, and other publications, plus the development of a broad coalition of concerned groups and individuals.

Conferences attended:

1. Rural Outreach for the Retarded and Handicapped
   A. parents of retarded are best advocates
   B. advocates can overwhelm Board of Supervisors and demand and get services
   C. transportation is a major problem
      1. reimburse for time as well as distance
      2. encourage rural mass transit
      3. have agencies and communities share vehicles and costs

2. Energy and Rural People
   A. REA's will provide money for recreation
   B. People are demanding ecological responsibility - example: no strip mining

3. Revenue sharing and the new Federalism
   A. Money must come from Federal sources
   B. Local units must make real needs known - Programs instead of Brick and Mortar projects

4. Population, Public Policy and Rural Development
   A. 2 million people will move back to rural areas by 1977
   B. Since this is a movement away from urban areas - rural areas deserve a larger voice

Movie: "Farming is Farming, The Small Farm in America" - excellent

Recommendation:

This was an excellent conference - encourage more faculty-student participation in future years.

Institute Personnel Profile:

A. Total Number of persons: 21

B. Participants: 12

State Agency/Service	(1)
Local Agency/Service	(6)
Other	(3)
Local facilitator	(1)
University of Iowa Facilitator	(1)

C. Speakers 9

State Agency/Service	(3)
Local Facilitator	(1)
University of Iowa Resource Personnel	(5)

PROFILE
Institute Evaluation

1 poor — 2 fair — 3 good

	1	2	3
1. General program format and organization	0	2	13
2. Presentation by speakers	0	4	11
3. Opportunities for discussion	0	4	12
4. Quality of materials that were available	1	6	5
5. Quality of information available	1	3	10
6. Ease of registration	0	0	15
7. Lunch and coffee break arrangement	0	3	11
TOTALS	2	22	77

Total Number of Institute Participants 21

Total Number of Evaluation Forms Returned 17

PARTICIPANTS, SPEAKERS, AND COORDINATORS

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TRAVEL REPORT ON INFORMAL SURVEY OF THE STATUS
OF RECREATION FOR THE HANDICAPPED
IN BUCHANAN COUNTY
- by Thomas A. Hoffman

Date. December 1, 1976

Objective of survey. To determine what the recreational needs of the handicapped are in Buchanan County, and to determine what recreational services are being provided. Information was gathered for presentation at CARI-IMPACT Institute at Fairfield, Iowa, held in December, 1976.

Rationale for choosing Buchanan County. Buchanan County was chosen as being representative of a rural county due to its population size (21,746) and its failure to have any city larger than 6,000 inhabitants. It also had the advantage of being relatively close to Iowa City (100 miles) and of being familiar to the researcher.

Findings from interviews of county residents. Exceptional Persons, Inc., which is based in Waterloo, is the headquarters for providing services to the developmentally disabled in District 7, which includes Buchanan County. Their estimates show 1,087 developmentally disabled in Buchanan County. Twelve of these were residents of Woodward State Hospital as of January 1, 1976. Recreation is listed as a "support service" under EPI guidelines. Exceptional Persons, Inc., helps fund a weekly bowling program for the developmentally disabled in Buchanan County, and helps organize a yearly state bowling tournament. They also sponsor a summer horseback riding program in Grundy Center which residents of Buchanan County may participate in. Estimates of developmentally disabled clients in District 7 needing

recreational services runs as follows: 20% of 0-4 year olds, 100% of 5-17 year olds, 20% of 18-64 year olds, and 15% of those over 65 years of age need recreational opportunities.

--The Neighborhood Center (a county social service agency), in cooperation with the local ARC, EPI, and the Independence Knights of Columbus, help sponsor a bowling program for 11-15 developmentally disabled each Saturday morning. Transportation is provided.

--River Hills School in Waterloo is the education center for the developmentally disabled in District 7. Its clients range in age from 4 to 55. River Hills provides scouting classes as part of its program.

--One physically handicapped girl and two mentally retarded boys are known to be integrated into scouting programs in Buchanan County.

--Iowa's largest Mental Health Institute is located in Buchanan County. This hospital serves one-fourth of the state's mental health needs. The MHI has a strong in-hospital recreation program. Included in its Cromwell Children's Unit recreation program is an 11 to 12 member boy scout troop.

--Interested citizens in Winthrop, a small Buchanan County town, have laid the groundwork for a special 4-H club for the mentally retarded. This club is in its pilot stages, has 3-4 members.

--The Buchanan County Care Facility has 43 residents of varying ages. This well-thought-of home has an extensive recreation program which includes active volunteer support from local clubs and organizations. The facility sent one-fourth of its residents for sessions at Camp Courage in Monticello in 1976.

--The Black Hawk Area Chapter of Muscular Dystrophy sponsors camperships at Camp Sunnyside in Des Moines which residents of Buchanan County are eligible to receive.

--The Cedarloo Association of the Deaf has social meetings once a month which are open to residents of Buchanan County.

--Independence, the Buchanan County seat, has a library that is completely handicapped accessible. It also provides a delivery service for shut-ins.

--The elderly in Buchanan County have senior citizens groups in 11 towns. Six of these small communities offer a senior transportation service. There are also noon luncheon programs (which include a recreational activity) and senior citizens drop-in centers in the county. The handicapped in Buchanan County do not utilize to any great extent any facilities or programs that the elderly have access to.

Recommendations for Buchanan County. Use of qualified personnel with a knowledge of therapeutic recreation to coordinate recreational services in the county.

--A specific person or agency who has a list of handicapped residents in the county, their level of disability and their specific problems or needs.

--A more developed transportation system in the county that permits accessibility of recreational facilities to the handicapped.

--A program or person who could generate and foster a cooperative effort between small communities in providing recreational opportunities to the handicapped.

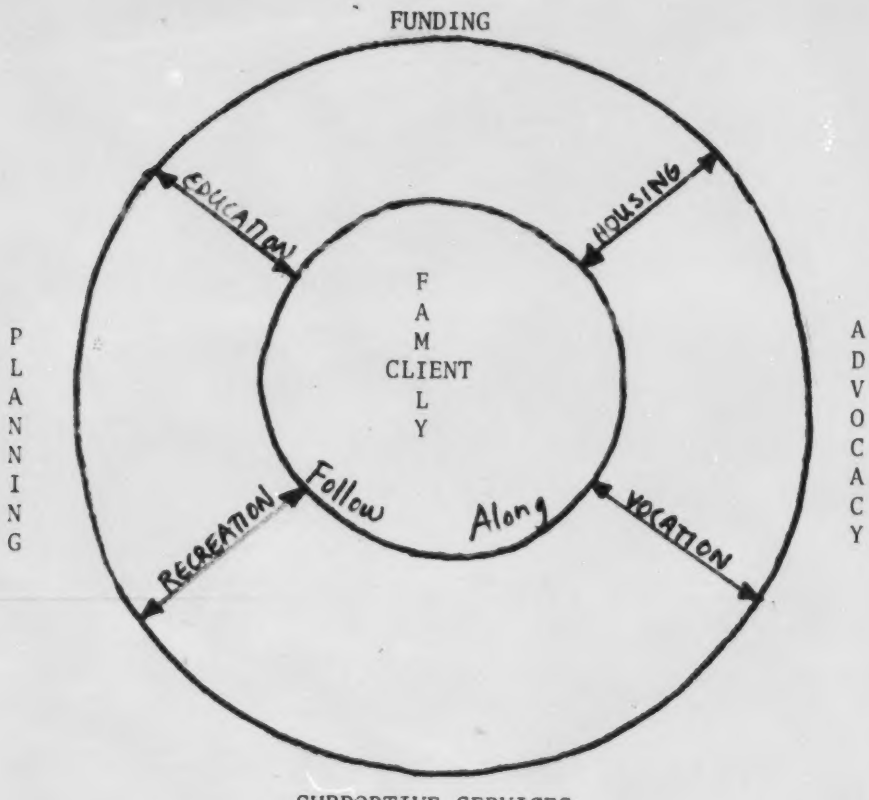
--Expanded avenues of acquiring resources that would help fill the recreational needs of the rural handicapped. Examples would be increased support in terms of personal and funds from local churches, businesses, schools, and social service agencies.

--Increased integration of services between agencies and programs that serve senior citizens with those that serve the handicapped.

Researcher. Tom Hoffmann - BEH Graduate Assistant

FUNCTIONAL MODEL

Developmentally disabled individuals and their families need a variety of services. These needs vary according to the age and level of disability of the individual. In order to insure that the individual receives the full range of services needed, these services must be interrelated, coordinated, and accessible. The diagram below attempts to portray these relationships and that the developmentally disabled individual does not proceed through a system of services in a given order but that he/she uses these services according to individual need. Follow-along helps to assure the accessibility to services in any combination needed. Services are coordinated and made through available community planning, advocacy, funding and supportive services.



The University of Iowa
Iowa City, Iowa 52242

Recreation Education Program

RECREATION, CULTURAL, AND LEISURE SERVICES FOR THE HANDICAPPED IN RURAL COMMUNITIES

A REPORT OF:

The BEH Community Recreation For Handicapped Models Project Institute on Recreation For Handicapped in Rural Areas, Southern University, Baton Rouge, Louisiana, February 1, 1977.

EDITED BY:

John A. Nesbitt
Clifford T. Seymour

CONDUCTED BY:

BEH Community Recreation For Handicapped Models Project

HOSTED BY:

The Department of Leisure & Recreation Services, Southern University, Baton Rouge, Louisiana

PUBLISHED BY:

The Bureau of Education For The Handicapped
Community Recreation For Handicapped Models Project
University of Iowa Recreation Education Program
Iowa City, Iowa 52240

PROGRAM

Institute on Recreation For Handicapped in Rural Areas
Held at Cotillion Ballroom, Southern Union
Southern University
Baton Rouge, Louisiana
February 1, 1977 (Tuesday)

AIMS

1) Identify and obtain descriptions of model programs / services providing recreation for handicapped in rural areas and small communities.

2) Formulate general strategies for the development of such services.

INSTITUTE COORDINATOR

Dr. Clifford Seymour, Chairman
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OPENING SESSION

Introductions: Dr. Clifford Seymour, Southern University

Welcome: Dr. William Hicks, Dean
College of Education
Southern University

Dr. A. A. Pierro Director
Division of Health, Physical Education & Recreation
Southern University

Purpose: Dr. John Nesbitt, Professor & Project Director
U.S. Bureau of Education for the Handicapped COMMUNITY RECREATION FOR HANDICAPPED MODELS PROJECT
University of Iowa

PRESENTATION

The State of the Art in Rural Recreation & Small Community Recreation for Handicapped

BOY SCOUTS

Mr. Frank Lawrence, Jr., Scout Executive
Mr. J. W. Steven, Scout Executive
Istrouma Area Boy Scout Council
Baton Rouge, Louisiana

COMMUNITY EDUCATION

Mr. LeRoy Watt, Executive Secretary
National Community Education Association
Flint, Michigan

Mr. Bob Bell, Director
Community Education - Target Arkansas Project
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CONCERNED PARENT

Mr. Jeff Guidry
Vocational Center for Handicapped
Lafayette, Louisiana

SPECIAL EDUCATION

Ms. Gwen Bruton, Instructional Consultant in Special Education
East Baton Rouge Parish School Board
Baton Rouge, Louisiana

COUNTY EXTENSION SERVICE

Mr. Henry Miller, Camp Director
Ms. Vernell Jackson, Recreation Specialist
Texas Agricultural Extension Service
Prairie View, Texas

Mr. Eugene Young, President
Louisiana Park & Recreation Association
Baton Rouge, Louisiana

Handicapped Children, Outdoor Education and Recreation at Camp Singing Waters

by Gwen R. Bruton*

Hey! We have this real neat thing going in East Baton Rouge Parish. We have some special education kids attending residential camp right along with their teacher for an entire week. As far as we know, this is the most unique thing happening in the State of Louisiana. It is the best example of successful involvement of community and school of which I know.

My background is in physical education and special education. I heard of the outdoor education program in the Los Angeles City School System for fifth and sixth graders. I also heard about the American Camping Association approved camp site sitting idle during the school weeks that belongs to the local YMCA. I visited both facilities, adapted and modified the curriculum and program for special education exceptionalities, wrote a Federal Project under ESEA Title IV C, got the money and got ourselves started. And you know what? We have some answers for the regular school systems.

Some of the problems facing our educational system today are reflected with these questions:

1) Why can't our kids read?
2) Why can't the classroom teacher and her students get along?
3) Why do our integrated schools have more discipline problems?
4) Why can't school be simple like it used to be?
5) Why can't we reach our parents?

With our outdoor education program we are producing measurable gains in all of these areas. How? Well, with a great deal of enthusiasm of our school board staff and the support of the following agencies:

1) The East Baton Rouge Parish School Board
2) The State Department of Education and our Title IV Project
3) Several community agencies
4) An outstanding outdoor education staff

We all care about kids. We have put together this proposal for a residential camping situation designed for a positive experience for selected special education classes and their teachers which includes:

1) Food - Hungry children can't learn, so we have three hot meals a day with as much food as the youngster wants to eat.

*Ms. Bruton is Project Director, East Baton Rouge Parish Schools, Baton Rouge, Louisiana.

Gwen Bruton - continued

2) Structured Group Living - We are catering to inner-city, street kids who come and go as they please and pretty well do as they please. At camp, we have a 24-hour program for each child which includes a group living situation with adults as well as his fellow classmates. Each kid is expected to do his assigned housekeeping duties. Separate awards are given for the girl groups and the boy groups and competition for "cleanest cabin" is fierce. Can you believe that fifty kids each week actually survive five whole days without television, buble gum and candy? Well, you can and they love it!

3) Exciting New Activities - Who ever heard of going to school classes like fishing, camp craft, arts and crafts, canoeing and horseback riding, then an hour of group games like kickball, volleyball, basketball, or softball. Who needs television at night when you can go on a night hike through the woods with flashlights, or build a big bonfire and hear great stories like the Indian legend of "How the Bear Lost His Tail," "The Legend of Sleepy Hollow", or the Russian Fable of "The Golden Cockerel", cooking your own food, or preparing a skit to impress your parents and other visitors each Thursday evening?

Now, what have we done? Well, first of all, the students and their teacher have to work together, the classroom teacher is a student with her students. The students see her not as "Miss God"; she does not paddle the canoe too well, she can't keep up on the trail hikes, she can't ride the horses, she won't even touch the worms to bait her own hook when fishing. Outside her classroom she becomes a human and is often inferior in her attempts to "keep up." In order for a group to become "the best," everyone, including their teacher, must perform the required task. This is why a staff of outdoor education and recreation professionals are employed to conduct the outdoor education activities. The classroom teachers' responsibility is to handle the language arts, i.e., keep a list of new words introduced into the student's vocabulary. The teacher helps the student write letters home to their parents, read about snakes and plants, identify trees by reading about their characteristics, and talking about our environmental surroundings. They also discuss the safety factors involved with water and water-related activities, gather burnable sticks and logs and learn the correct way to form a bonfire for warmth and cooking. These are some of the things that are taught by our outdoor education camp staff.

We in Louisiana live in a sportsman's paradise - but what do we do to prepare our school children for their adult leisure time activities? Actually, not very much.

How are our kids suppose to know their environment and how to prevent erosion unless they can either see it or can understand about

the things that they read? How dull to read about something that means nothing to you personally. How interested would you be in reading a whole book about the chemical analysis and the analytical design of a pair of shoes? Who cares? It is not meaningful, except to shoe designers and shoe manufacturers.

Let's get back to the basics - OURSELVES! Who are we? What are we doing? Where are we going to do it? When are we going to do it? Why are we doing it?

Outdoor education with structured, group living, with meaningful, successful learning experiences built in will be unforgettable to the student who never has experienced camping and staying in a wooded area away from the hustle and bustle of daily real-life existence.

How has the outdoor education project answered some of the educational apathy?

1) Our kids can learn to read faster if he understands the subject matter. New words introduced into a child's vocabulary can be more readily expanded when he can read about it, write about it and talk about it. Now the experience is meaningful.

2) One of the largest problems of teacher versus student relationship is the inability to understand each others' background and cultural differences. At camp, everyone dresses in grubbies, eats the same food, abides by the same rules which results in learning to actually help each other build memories of lasting value.

3) Discipline problems are most often self-corrected or at least understood. We still feel - to know some one you must either work with them or live with them.

4) Where is the simplicity of learning? We feel it is most meaningful when we learn by doing. This has been our entire approach.

5) What about our parents and their involvement? Well, the local parish school system experiences an 8 per cent parent participation in school functions. We are very pleased to boast or even brag just a bit. We have had as few as 19 guests a week to 71 guests a week, for a total of 398 guests for the first ten weeks of camp. This makes an average of 91 per cent of guests who have visited the campers for the past ten weeks. This per cent of community involvement is absolutely unprecedented in this parish.

One of the obvious behavior changes can be seen in the children each Friday as they get ready to return to school. We have had children hide, cry, hug, kiss, write notes to the counselors, laugh, and stock up on food, because they know they are returning home.

In closing, I hope you have been able to grasp the various emotional involvements that have occurred and are occurring at Camp Singing Waters with our Outdoor Education for Special Education Program.

WORK GROUP I

SUBJECT: HOW TO ORGANIZE AND CONDUCT ASSESSMENT OF NEEDS IN RECREATION FOR HANDICAPPED IN RURAL COMMUNITIES

1) Who To Include

   a. Local organizations (churches, schools, civic groups, families, any agency which will provide service).

2) Steps In Assessing

   a. Develop survey and present the facts, door-to-door contact.
   b. Find out the needs of the people.

3) Resources (local, state, Federal)

   a. Any agencies providing services, information or monies. Compile all data and present to source of funding.

4) Steps To Follow When Needs Are Known (what to do with "data")

   a. Organize to suite all needs to the point where it is thought of as leisure rather than a task.
   b. Motivate public.
   c. Locate funds and availability of sources.
   d. Organize self-help programs.

WORK GROUP II

SUBJECT: THE APPLICATION OF THE HARRIS-WALLEN COUNTY (TEXAS) COMMUNITY RECREATION EXTENSION MODEL TO HANDICAPPED PARTICIPANTS

1) Organization

a. Goals
   * To provide leadership and program opportunity for handicapped youth in organizing, developing and enriching their experiences.
   * To provide experience for interparticipation between socially adjusted and unadjusted groups.
   * To develop new areas of service and programs for new and special groups in rural communities.

b. Personnel (per rural county of 15,000 people)
   * Medical Assistants (1 professional and 10 parafessionals)
   * Volunteers
   * Other Existing Resources Within A County
   * Food Services (catered)
   * Transportation (bus drivers)

2) Program

a. Weekly serving of different areas within a county
   * If small county, one community twice a week or all four alternating weeks or one community twice a week and another community twice the next week.

b. Special Events
   * Field Trips
   * Holiday Programs
   * Excursions (treasure hunts, nature hikes, etc.)
   * Camping
   * Special Olympics
   * Tournaments

c. Project Work
   * Arts & Crafts
   * Recreational Games
   * Story Hour
   * Drama
   * Music

continued . . .

Work Group II - Continued

d. Special Considerations
   * Door-To-Door
   * Flyers
   * Media
   * Special Group Meetings
   * Contacting Community Service Agencies

3) Methods For Involving

   a. Group Participation In Activities

   b. Social Activities

   c. Group Leaders, etc.

4) Transportation

   a. Specially Equipped & Regular Mini-Busses

5) Insurance

   a. Liability

   b. Illness

   c. Accident

6) Accessibility

   a. Physical & Social Barriers

WORK GROUP III

SUBJECT: HOW CAN A PARISH GOVERNMENT SERVICE (A RURAL PUBLIC AUTHORITY) DO A BETTER JOB OF PROVIDING RECREATION FOR HANDICAPPED IN RURAL AREAS?

1) Exchange ideas with other agencies thereby eliminating duplication of services. Accumulate information and see what is being done and what is missing.

2) County governments need to educate the public more of services available.

3) County governments need to have more services available. Eight Parishes soon to be selected as reference centers.

4) Consolidate with other counties creating a more varied program. Provide leaders.

5) Hire more professionals in the field of recreation and services provided to the handicapped. Suggest that parents offer to come and advise.

6) Inventory the needs (budget, taxes, etc.).

WORK GROUP IV

SUBJECT: CONSUMERISM:

AGE GROUP:	children, youth, adults, aging
DISABLED GROUPING:	blind, deaf, mentally ill, mentally retarded, physically handicapped
CONSUMERS:	handicapped, parents (or children of handicapped), friends

Question: Are services and opportunities adequate?

Answer: No. There is little or no aid, facilities, or professional awareness of isolation, bias (reaching one group and not reaching another) and architectural barriers.

Question: What are the most pressing needs?

Answer:
Education or Training
Counseling (professional)
Recreation (interaction)
Breaking Architectural Barriers
Identifying the Problem
Volunteer Help

Question: How can "helpers" reach me?

Answer: Media (newspaper, television, radio), church, outreach program, staff, social workers.

WORK GROUP V

SUBJECT: SPECIAL (RECREATION) COMMUNITY EDUCATION MODEL

1) The opportunity may present iteself to combine the efforts of two current projects; (1) The Arkansas CH Project, and (2) The BEH Community Models Project.

The broad conception and goals of the two projects are similar. Community Education has an important experience in the Caro (Michigan) Project, and the BEH has provided the conceptualization of a "Special Community Education Model" in conjunction with the Common-Unity Conference conducted by the University of Oregon in cooperation with the National Community Education Association.

The following plan for joining the two projects together is proposed:

a. Goal
   * Conduct statewide rural area pilot of special (recreation) community education model.

b. Resources
   * Common-Unity Conference Report, edited by Neal (in particular, the article on "Special Community Education Model").
   * Recreation for Exceptional Children, by Nesbitt, Neal and Hillman.
   * The Caro Concept, filmstrip, project information.
   * Community Education literature.

c. Procedures - see next page

Procedures - continued

Date		Projects
Continuing	MODELS:	1. Consultation on Special (Recreation) Education Model
	ARKANSAS:	1. Interface between Models Project
February, 1977	MODELS:	2. Provision of T. R. contacts in Arkansas
	ARKANSAS:	2. Identification of: a. 3-8 demonstration sites and involvement of Community Education Directors. b. identification of therapeutic recreation personnel in Arkansas (direct involvement of these personnel on terms to be agreed upon.
March-April 1977	MODELS:	3. Provision of March-April 1977. Training on Community Recreation for Handicapped Models, two days, in Arkansas (Travel, per diem and Models materials provided through BEH Models Project).
	ARKANSAS:	3. Organization of March-April 1977 Training Workshop for CED's and TRS personnel (Travel, per diem, special training materials, site, etc., provided through Arkansas Project).
May, 1977	MODELS:	4. Design Pilot Demonstration Evaluation Research Plan for Special (Recreation) Community Education Project.
	ARKANSAS:	4. Assistance and cooperation in design of research.

continued . . .

Procedures - continued

September, 1977	MODELS:	5. Provision of Training supported by BEH Project.
	ARKANSAS:	5. Organization and funding of second two-day training workshop for CED's & TRS's to cover: a. Performance of Basic Processes b. Planning c. Record Keeping and Data Collection.
April, 1977	MODELS:	6. Provision of interpretation and evaluation supported by BEH Project.
	ARKANSAS:	6. Organization and funding of third and final evaluation workshop for CED's and TRS's.
July, 1978	MODELS:	7. Report of Project
	ARKANSAS:	7. Dissemination of information on Project.

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January 11, 1977

Dr. John Nesbitt
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Dear John:

Here is the brief statement on Extension that I have written in regard to the project on "Rural Recreation for Handicapped Youth." I hope that along with the TR Resources we sent last summer that this will assist you in the project.

I am sorry I could not attend and present this information at the session in Louisiana.

Sincerely,

Jerry

Jerry Hitzhusen
Therapeutic Recreation Specialist

JH/wg

Enclosures

PROGRAMMING FOR THE HANDICAPPED IN RURAL POPULATIONS IN THE STATE OF MISSOURI

Gerald Hitzhusen
Therapeutic Recreation Specialist

One of the main problems in all states, that of identifying the handicapped population, is gradually being solved in Missouri through H.B. 474. Simply, this law states that, "all children shall receive an education regardless of any handicapping condition." The handicapped youth are being identified.

Programs in recreation for handicapped youth in the State of Missouri vary due to several factors:

socio-economic
geographic
previous experience
community attitudes
transportation
facilities
architectural barriers

The strategies that might possibly increase the opportunities for participation of rural handicapped youth in recreation may be formulated as Extension programs in Missouri.

Community attitudes regarding the handicapped might be more positive through a series of siminars cheduled by the Continuing Education Specialist in Extension Workshops on specific programs, such as, camping for the handicapped which might also lead to more programs.

4-H Extension projects may also be developed, such as volunteer programs with various handicapped youth in horseback riding, swimming, camping, hiking, etc.

Youth specialists in Extension might also be able to initiate programs for rural youth as well as for urban youth.

Community development specialists in Extension might also be able to assist in reducing architectural barriers that prevent participation in recreation programs. For example, curb cuts in smaller towns, ramps to recreation facilities, swimming pools or lakes made accessable are all examples of projects that could be undertaken.

Dieticians and home economic specialists in Extension could provide expertise on proper diets during activities such as camping or hiking. Also cooking and preparing meals could be taught.

Funding is a critical concern in rural areas and Extension personnel could assist groups in locating grants or projects to gather funds for recreation programs.

In summary, I believe that Extension personnel can play a vital role in stimulating recreation programs for rural handicapped youth. Also most local Extension personnel live in the community and that is a great advantage as many well-meaning people are looked on as "outsiders" if they haven't lived in the area for ten years or longer.

A PROJECT TO DEVELOP A CHECKLIST FOR COUNTY COOPERATIVE EXTENSION SERVICE IN IOWA OF POSSIBLE SERVICES IN RECREATION FOR HANDICAPPED BASED ON A SURVEY OF SELECTED EXTENSION SERVICE PERSONNEL

by
Thomas Alan Hoffmann

A thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Arts in Recreation Education
in the Graduate College of
The University of Iowa

December, 1977

Thesis Supervisor: Professor John A. Nesbitt

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CHAPTER I

INTRODUCTION

Recreation is an important element in the health service model. The concept of recreation as a change agent, a vehicle for modifying individual behavior, is one that is beginning to be recognized by public officials as well as social service professionals from outside the recreation field.[1] Participation in recreation is important not only for its own intrinsic sake, but also because it significantly contributed to a person's self-confidence, conditioning and morale. It is becoming increasingly clear that the provision of wholesome opportunities for the satisfaction of leisure needs of special populations is an essential ingredient to full individual self-actualization. Recreation can satisfy the continuing need for diversion from the routine. This need among handicapped people can be more intense due to enforced idleness and frustration. Recreation can help disabled people learn to compensate for their handicaps by aiding their rehabilitation in an enjoyable manner. It can provide handicapped people with a common interest with others to facilitate their reentry into the mainstream of life.

Together with stimulating personal fullfillment in its participants, recreational services also contribute to the mental and physical health of the community and to the communities social and economic well being.[2]

Approximately 15 to 20 percent of the American population are disabled.[3] Two nationwide surveys indicated that the number of disabled persons with chronic, work-limiting conditions is about 12 to 16 percent of the total population.[4] Another 10 percent of the U.S. population are over 65 years old.[5] It is estimated that the great majority of these people do not live in institutions, but still find themselves limited by social or physical disabilities associated with age.

Numerous studies and surveys show that many of America's handicapped and disabled people are not receiving either a fair share of community supported recreational services or a reasonable number of recreational alternatives.[6] Addressing the problems of the handicapped, Nesbitt has stated,

> only ten percent of America's 20 million handicapped are receiving professional recreation and leisure opportunities that allows them to participate in the nation's recreational, cultural, park and leisure facilities and programs. Generally people who are handicapped are forced to develop a life style that excludes participation in parks, recreation centers, theaters and museums.[7]

Rural Americans, who comprise 30 percent of the United States population today, are especially vulnerable to the scarcity of recreational opportunities. The handicapped who live in rural America find inadequate the delivery of recreational services and the availability of qualified recreational leadership. Iowa has the added problem of having a large number of elderly people. Thirteen percent of Iowa's population is 65 or older. In the 12 southern counties of the state, the number of senior citizens is between 17 and 22 percent. In some small towns the percentage is over 30.[8]

> Populations grew faster in nonmetro than in metro counties between 1970 and 1973. This trend reverses the previous pattern of immigration to cities. Among the reasons for increases in rural areas and small towns are: decentralization of manufacturing and other industry; increased settlement of retired people; expansion of state colleges; more recreation activity; and apparent higher birthrate in nonmetro areas. Also, urban areas have lost their appeal for many people.[9]

With more people living in rural areas, the need for recreational services has increased. What is being done to fill the recreational void in rural settings?

The federal Government, through its Department of Agriculture State Extension Service Division, has shown a concern for upgrading rural recreation opportunities.[10] The celebration of America's Bicentennial has also helped to focus people on needs and opportunities in their local

communities. Many rural communities used the Bicentennial spirit to confront the recreational problems in their towns and villages. The importance of including the recreational needs of the handicapped is great. Governor Robert D. Ray of Iowa has shown his concern for providing recreational opportunities to every rural Iowan in his statement that

> there is a need for our smaller communities to offer diversity, that athletics with home town teams can generate pride and enthusiasm but--as important as they are--cannot necessarily be the common denominator for every person in town.[11]

Much more effort must be given to recognizing the special needs of handicapped citizens in order to provide recreation opportunities equal to those available to the general public.

Justification of Study

The pursuit of happiness is an inalienable right granted by the United States Constitution. To many individuals the participation in, and appreciation of, Iowa's recreation facilities and programs is a contributing factor to thier pursuit of happiness. But to many of the state's ill, disabled, and handicapped, the opportunity to enjoy recreational sites, facilities and programs is denied. Architectural barriers, transportation difficulties,

insurance concerns, and many other similar problems restrict many Iowans of the chance to ever realize the intrinsic rewards recreational experience can bring.

The professional literature of therapeutic recreation service clearly establishes the need to initiate, expand, and improve recreation and leisure programs and services for the handicapped living in the community.[12] Current studies completed at the University of Iowa indicate that recreational facilities and professionals available to address the needs of the handicapped are scarce.[13,14,15,16] This is especially true in rural Iowa.

Iowa is predominately a rural state. The 1970 census indicates that Iowa has 954 incorporated communities and a total population of 2,824,376. Eight hundred thirty-nine communities have a population of less than 2500. They represent 23 percent of Iowa's population. If the dependent unincorporated environs are included in the total, a population figure of 43 percent arises. A state plan based on a 1970 survey found that less than 17 percent of the communities having a population of less than 2500 had a recreation program.[17] Even in communities with programs, the rate of usage is minimal. According to a survey of members of the Iowa Park and Recreation Association conducted in 1974, 64 percent of the respondents indicated

that less than 10 percent of the population in rural areas and the countryside are participating in local organized recreation and park services and programs.[18] With such limited participation by the general rural public in community recreational activities, rural handicapped are denied opportunities that exist in urban areas.

Cooperative Extension Service offers staff and resources that are available to all the citizens of Iowa. This system, while having branches in every county in the state, is efficiently centralized in one State Extension Service University.

Statement of the Problem

The purpose of this study was to investigate the types of recreational services that could be provided to handicapped people through Cooperative Extension Service in Iowa at the county level. This researcher found no comprehensive research done on the role that Cooperative Extension Service plays in providing recreational services to handicapped. The results of this study could be used to help rural communities initiate and improve existing recreational delivery systems to the handicapped.

Definition of Terms

1. Recreation -- Recreation is characterized primarily by the attitude of the individual when participating in experiences which yield inherent satisfactions such as amusement, diversion, relaxation, or self-expression. Recreation, either active or passive in nature, is carried on voluntarily during leisure and imputs aethetic, creative, physical and social benefits to the participant.[19]

2. Recreation Services -- Organized help, aid or assistance which provides individuals with the opportunity to have the experience known as recreation. Generally, local recreation service is characterized by provision of financing, personnel and leadership, equipment, facilities, supplies and the organization of activities.[20]

3. Handicapped -- Any person who has a physical or mental impairment which substantailly limits one or more major life activities. Physical or mental impairment means (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musuloskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lympatic; skin; and endocrine; or (b) any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. Major life activitys means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.[21]

4. Rural Area and Small Community -- A town or village with a population of 2500 or less.[22]

5. Cooperative Extension Service -- Service based at Iowa State University, Ames, Iowa, whose service is mandated to aid in disseminating among the people of Iowa useful and practical information of subjects relating to agriculture, home economics and rural and community life, and to encourage the application of the same.[23]

Delimitations

The study was delimited by the following:

1. Cooperative Extension personnel at county, district, and state levels, as provided by a listing from the Cooperative Extension Service at Iowa State University.
2. Collection of information that related only to handicapped citizens.
3. Collection of information that related only to recreation and leisure services for handicapped.

Limitations

The study was subject to the following limitations:

1. The list of qualified subjects that was given to the researcher by the State Extension Recreation Specialist may be biased in terms of including only Extension personnel who are familiar to the State Recreation Specialist.
2. The number of responses received from Cooperative Extension Service personnel in completing the questionnaire.

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CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Chapter two contains a review of the existing literature related to the subject area of delivery of recreational services to handicapped. The chapter is divided into the following sections: (1) Methodology of Reviewing Literature; (2) Status of Recreation for Handicapped; (3) Implementing and Improving Recreation Programs for Handicapped; (4) Delivery of Service Systems; (5) Cooperative Extension Service; and (6) Summary of Related Literature.

Methodology of Reviewing Literature

The following journals were reviewed to gather information for Chapter II: Iowa Journal of Health, Public Education and Recreation, 1970-1977; Parks and Recreation, 1974-1977; Journal of Physical Education and Recreation, 1970-1977; Rural America A Voice for Small Town and Rural People, 1975-1977; Journal of Leisure Reasearch, 1969-1977; and Therapeutic Recreation Journal, 1967-1977. Reports from state and federal general agencies were reviewed, as were legislative reports from state and federal general

assemblies and committees. The Therapeutic Recreation Information Center (TRIC) and Information Research Utilization Center in Physical Education and Recreation for Handicapped (IRUC) files also were screened for useful information. There was no specific information that dealt with the service that Cooperative Extension Service provided in recreation to handicapped in any of the preceding sources. Personal contact with the Extension Librarian at Iowa State University revealed no authoritative source that documented the role that Cooperative Extension Service in Iowa plays in serving the recreational needs of handicapped.

In an attempt to gain additional information in developing a comprehensive awareness of the status of recreation in the lives of Iowa's handicapped, the libraties for the Community Models Project, the CARI-IMPACT project, and the BEH project were reviewed. These libraries are in the Recreation Education Department at the University of Iowa. Procedings and personal letters that related to the following institutes were reviewed: the November 15-16, 1976 Second Rural America Conference in Des Moines; the December 2, 1976 CARI-IMPACT Institute on Recreational, Cultural, and Leisure Services for Handicapped in Small Communities and Rural Areas in Iowa at Fairfield; and the

February 1, 1977 Institute on Recreation for Handicapped in Rural Areas at Baton Rouge, Louisiana. Many of the letters relating to these conferences described programs and services that were offered in other states.

Status of Recreation for Handicapped

The majority of parks and recreation departments offer only limited programs for the handicapped. In a national survey conducted in 1974, only 15 percent of municipal parks and agencies in major cities throughout the United States were found to provide comprehensive service to the handicapped.[1] A survey of members of the Iowa Park and Recreation Association conducted in 1974 found a majority of the members responding that local organized recreation and park services and programs for special populations were "Inadequate" or "Very inadequate."[2] Berryman clearly established that recreation agencies and programs, both public and voluntary, serving the general public hesitate to include retarded and handicapped children in their ongoing programs.[3]

The following offers some explaination for the failure of recreation departments to provide specialized services.

1. Recreation departments have, in the past, never budgeted or planned for the handicapped.

2. Public recreation and voluntary agencies in the past lacked staff members with adequate training and experience in recreation for the handicapped.
3. Recreation departments were always geared to mass programs and gross statistical records needed for annual budget keeping.
4. Programs for the handicapped were more costly, based upon the need for attention to individual and small group needs.
5. Architectural barriers existed everywhere in the community as well as in the recreational facilities.
6. Transportation was expensive, and in most cases was inappropriate or completely lacking.
7. Problems of accident and liability insurance.
8. Severe physical disability.[4]

In a critical review of the literature on community recreation for the handicapped presented to the National Institute on New Models for Community Recreation and Leisure for Handicapped Children and Youth in 1976, it was noted that transportation was a major issue of concern among community recreators working with handicapped children and youth.[5] The transportation problem is especially critical in rural areas and small communities due to limited public transportation and the distance between existing facilities.

Reasons for lack of adequate funding for provision of recreational services to the handicapped have been broken down into three areas. First, costs are higher in providing services to the handicapped. It has been estimated that the cost of serving 500 severely handicapped people

is equal to the cost of funding a recreational program for a community of 50,000.[6] The chief reason for increased cost is the added personal requirement needed to serve the handiapped. The second reason for lack of adequate funding is the nonexistence of Federal and State support for programs and services. The crux of the problem is that while local agencies cannot afford to meet the bill for recreation services for the ill and handicapped, the Federal government takes the position that the responsibility lies with these local agencies.[7] The need for a Federal program of direct financial support has been expressed.[8] The final reason for lack of funding is the lack of "purchase of service"[9] status with health and rehabilitation agencies. The increased cost of medical care has forced many health service agencies to challenge the need for and curtail the demand for recreation and leisure services.[10]

Accessibility to recreation facilities continues to be a major problem.

> The National Park Service and Forest Service are moving rapidly to make sure that the steps, curbs, doors, and other barriers of their hundreds of facilities are modified to permit entry of the handicapped."[11]

On the national level, the General Services Administration has ordered all new Federal construction contracts to permit easy access to the disabled.[12] Local handicapped

advocate groups have shown success in removing architectural barriers in their communities.

A more subtile problem that restricts the use of facilities and limits participation in many activities by the disabled is an attitudinal barrier on the part of the general public. One common attitude is that disabled persons are "dependent, pitiful, and child-like."[13] A more prevalent, but less vocalized prejudice against the handicapped centers around society's conception of beauty. The notion that the handicapped are ugly or dirty is deep rooted. Fortunately many of the misconceptions which attitudes are based upon are being dispelled through increased education about and exposure to the handicapped.

Implementing and Improving Recreation Programs for Handicapped

Health professionals are writing and speaking on constructive methods of implementing and improving recreation programs for the handicapped. A study by Berryman, Logan and Lander suggests that communities implement tne following points to improve recreation programs for handicapped children.

1. Strategies for training and utilization of paraprofessional personnel to help reduce the current shortage of available trained manpower.

2. Methods of fostering inter-agency cooperation in the development of comprehensive recreation services to disabled children and youth.
3. Design and implementation of transportation services for disabled children and youth.
4. Community and parent educational programs concerning the importance of early play experiences for disabled children.
5. Analysis of play and recreation activities in relation to sensory-motor, cognitive and affective behaviors, and their development in the handicapped child.
6. Design and demonstration of methods for integrating disabled youngsters into recreation with normal peers.[14]

Guidelines that could prove helpful to small rural communities center around getting local people involved and organized in solving their own problems. The handicapped, together with their parents, relatives, friends and spouses can exert considerable influence in demanding equitable recreation and leisure opportunities if they work together to make their needs known. Resources that can help initiate or expand local recreation programs include colleges and universities with rehabilitation programs or therapeutic recreation curricula, councils of social agencies, local nursing homes, other institutions for the ill and disabled, and American Red Cross chapters. The Special Populations Involvement program, which was a project of the Iowa City Parks and Recreation Department, is an example of the effectiveness of community agencies working together.[15]

The organization of special recreation taxing districts within rural areas has increased within recent years.[16] The district establishment, among other things, overcomes the objection of providing rural recreation out of general county funds raised in large part through taxes assessed on city property. Recreation districts, or combination recreation and park districts, might well include all incorporated areas in the county, particularly in smaller counties, or two or more districts in larger counties. This function can be administered by a district board similar to municipal recreation boards. These districts need not be confined to the boundaries of a single county.

Special recreation taxing districts make it possible for small communities to provide collectively what they would be unable to give to handicapped people individually. As many as a dozen communities, sometimes located in adjacent counties, can pool their facilities, funds and leadership. The State of Illinois has been a forerunner in the establishment of Special Recreation Associations that serve rural handicapped.

It has been found that activities have different meanings to different persons living in different areas.[17] The handicapped living in rural, town or city environments all have unique problems and needs. Therapeutic recreators are

beginning to incorporate the environment of the population served into the activities and programs that they are planning.

Delivery of Service Systems

Many factors have militated against the growth of recreation in rural communities. Among these are sparsity of population, lower economic status, lack of leadership, less leisure time available and lack of organization in rural areas.[18] The handicapped have difficulty in receiving recreation services in urban America. In rural areas their troubles are compounded. Research has been done, however, that suggests resources are available.

Recreational services can be delivered to the handicapped through many systems. Nesbitt established the following categories of delivery systems as a basis for a National Institute on Delivery of Service Models in Recreation for the Handicapped held in Iowa City in 1976.

1. Consumer Models - Self-supporting groups. Included in this category are leisure interest groups, consumer groups, sports clubs and socio-therapeutic groups.
2. Client Leisure Competence Models - Practitioner Services. Leisure education, leisure settlement and guidance and counseling, and leisure careers are all included in this category.
3. Leisure Fulfillment for Handicapped Advocacy Models - including consumer representation.

4. Professional Recreation and Leisure Services for Handicapped Models. This category includes recreation centers, sports centers, parks and playgrounds.
5. Commercial Recreation and the Handicapped Models. This category includes travel, tourism, adapted equipment, materials and housing.
6. Community Organizations and Service Models. This category includes youth service, religious organizations, and private or public community facilities or services.
7. Creative and Performing Arts Models.
8. Educational Models. This category includes preschool, day care, elementary school, secondary school, community college, college and university, vocational education, continuing education, and adult education.
9. Park and Recreation Department Models. Municipal, state, national, urban area, rural area and special services are all included in this category.
10. Rehabilitation, Health, Welfare and Social Service Models.
11. Support Services. This category includes national, federal, and state agencies, professional and technical information, and state services.
12. Voluntary Health Agency Models.[19]

Iowans who live in rural areas are not able to utilize many of these models. However, every county in Iowa does have a well established avenue of service to the handicapped through the education model or the extension service branch of the support services model.

Providing recreational services through the schools is not a new idea. The Latin School in Salem, Massachusetts opened its outdoor physical education facilities for recreational use in 1821. New York City opened school

buildings as evening recreation centers in 1888.[20] Currently Flint, Michigan and Madison, Wisconsin present unique public school conducted recreation opportunities for the entire population.[21] In many smaller communities, the population depends upon schools to meet their recreation needs. The consolidated school in sparsely settled rural districts is typical. The public school is often the center of social, cultural, and recreational life of the rural community. The school sports program, clubs, choral groups, bands, school socials, educational trips, and other extra-curricular activities may be the only group recreation available other than the Sunday school and church.

The church is one of the most effective influences in rural life.[22] It provides spiritual and social events, drama, sports, outings, games, holiday celebrations and other group recreation activities for the rural family.

Rural-oriented organizations such as the 4-H clubs, the Future Farmers of America, and the Ruritan are membership organizations which provide experience, training, trips, educational and recreational opportunities for youth and adults. The National Grange, the American Farm Bureau, and Farmers Union not only motivate better community life and recreation for youth and adults, but also sponsor legislation of interest to the farmer.

State Colleges, universities and community colleges are often located in rural areas and may provide consultants, technical advisors, planners, research, field services, and sometimes traveling entertainment and program demonstration groups. The campuses and physical plants may be used for meetings, training, and special recreation functions.

Branch libraries and bookmobiles also provide services to rural areas. Sometimes they have storytellers, lending service for films, sheet music and records.[23] Other recreational resources include participation in nearby municipal recreation programs and organizations, Little League and other nationally sponsored youth programs, and the use of state and national parks and forests. There is considerable visiting among families, hunting and fishing, political rallies, group picnics and outings in rural communities.[24]

The delivery of service model that has worked well in rural Missouri is based out of the State Extension Division. Hitzhusen and Scott[25] have suggested that rural communities use outdoor recreation kits, increase utilization of public school recreation facilities, recruit volunteers and maintain portable adjustments for outdoor

facilities. All of these suggestions would increase recreation service to the handicapped.

Cooperative Extension Service is the largest system of organized adult education in the world.[26] The cooperative extension services of the land grant colleges and universities also assist rural people as consultants in the planning and development of recreation areas, in providing training, homemaking courses, nature clubs and festivals. In some places cooperative extension services provide regional camps or parks.

Cooperative Extension Service

Cooperative Extension Service offers staff and resources that are available to all the citizens of Iowa. Cooperative Extension Service offers resources in the areas of family living, home management, gardening, economics, housing, marketing, agriculture, nutrition, community development, and public affairs. Cooperative Extension Service also organizes boys and girls ages 9 to 19 into 4-H groups. It provides this organization through conferences, workshops, consultations and structured activities.

Extension services to the people of Iowa began as early as 1869 based from the frontier campus of Iowa State University. Iowa's Cooperative Extension Service in

Agriculture and Home Economics provides the link by which the findings of research are taken to the people. It is an integral part of the Land-Grant College system. Iowa's Farm Aid Association law enacted in 1913, and the federal Smith-Lever Act, passed in 1914, provided the basic legislation under which extension work has been conducted.

For more than 35 years the Cooperative Extension Service was sponsored in Iowa Counties by county Farm Bureau Organizations. These organizations cooperated with Iowa State University and the United States Department of Agriculture. In 1955 the 56th General Assembly of Iowa passed a new extension act, the "County Agricultural Extension Law."[27] This legistation created county extension districts and transferred responsibility for conducting the extension program within the county to elected County Agricultural Extension Councils.

In 1912 full-time county extension or county agent work began developing and grew steadily. This act enabled counties to appropriate funds not to exceed 5000 dollars for county extension work. Later the appropriation was made mandatory.

The federal legistation that created the Cooperative Extension Service as it is known today was the Smith-Lever Act passed in 1914. The purpose of the act is "...to aid

in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same..."[28] Certain federal funds were appropriated, provided that each state should match certain portions of such funds. Each state also had the responsibility of developing a plan of cooperation between the United States Department of Agriculture, the state and the people of the counties.

Other federal acts which followed the Smith-Lever law provided additional money for extension work. These included the Capper-Kelcham Act of 1928, the Bankhead-Jones Act of 1935 and the Bankhead-Flannagan Act of 1945. In June, 1953, the 83rd Congress passed Public Law 83. This law in effect, combined all of the various acts relating to extension into a single bill.

Cooperative Extension personnel have been headquartered throughout the state since appointment of the first county agent in 1912. With adoption of the multi-county area approach, achieved between 1966 and 1969, more highly specialized personnel have been located in field offices. Area extension directors administer Cooperative Extension and other University Extension programs in their respective areas.

Work with farm boys and girls began almost as early as the adult farm demonstration activities. Shortly after the newly established extension service started work in 1906, a full-time staff member was added to the staff to work with boys and girls in rural schools.

Training in home economics subjects has been a part of extension activities since its very beginning. The early farm institutes included lectures for women. In 1906 a full-time extension home economist was employed.

While it is generally recognized that Extension's primary job is to take results of research of every family, it does more than parcel information. A progressive Extension service helps people analyze their problems, helps them determine ways to solve the problems, and aids people in putting new ideas into practice. Consistent with its service orientation are the following current Iowa Extension Service objectives.

1. That people shall realize their productivity potential in view of their abilities and goals and the limitations imposed upon them by personal, social and economic factors.
2. That people achieve full personality development in their individual and family life and reach their personal and family goals.
3. That individuals achieve a high degree of physical well-being.
4. That people achieve a high degree of cultural appreciation.

5. That people achieve a wise use of their resources as family members and consumers.
6. That people develop their community so that it adds to their satisfaction, enriches their family and group life and the life of individuals.
7. That people achieve a responsible role as citizens in society.[29]

Cooperative Extension Service is interested in recreation as a means of improving rural living and as a method of improving organized extension activities. The objectives of the Cooperative Extension Service are closely akin to rural community enhancement and particularly recreation services for the handicapped at the community level. Since the philosophy of extension coincides with the goals of rural communities as well as larger communities a coalition of effort could be rewarding and effective.

A shortcoming for communities exists in that Cooperative Extension does not provide nor oversee the allocation of funding resources. Thus even though Extension may assist the community in acquiring knowledge about such funding, actual acquisition of funds from them is not directly feasible.

Summary of Related Literature

Several studies have shown that recreational opportunities for handicapped are limited. This problem is especially acute in non-urban areas. Iowa has the existing

resources to upgrade its recreational service to the handicapped. Iowa's rural agricultural orientation makes its well established extension service appear as a likely candidate as a delivery service model that could provide recreational assistance to handicapped citizens. Cooperative Extension Service in Iowa serves citizens of all ages and backgrounds in each of Iowa's 99 counties.

Footnotes

[1]John A. Nesbitt and others, "Special Project National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth," Iowa City: The University of Iowa Recreation Education Program, 1975, p. 28.

[2]John A. Nesbitt, "Report on the Park and Recreation in Iowa: 2000 Professional Survey." Journal of Iowa Parks and Recreation, III, No. 3, 1974, p. 5.

[3]Doris L. Berryman, Jesse A. Mann, and Claudette B. Lefebvre, A Recreation/Education Program for Disabled Children, New York: New York University School of Education, Health, Nursing and Arts Professions, 1975, p. 22.

[4]Morten Thompson, "The Status of Recreation for the Handicapped as Related to Community and Voluntary Agencies," Therapeutic Recreation Journal, III, No. 2. (second quarter) 1969, p. 22.

[5]Richard MacNeil, "Critical Review of the Literature on Community Recreation for the Handicapped," Special project presented to the National Institute on New Models for Community Recreation and Leisure for Handicapped Children and Youth, July 7-9, 1976, held in Iowa City, Iowa.

[6]John A. Nesbitt, "Financing Recreation Services for the Ill and Handicapped," p. 41.

[7]John A. Nesbitt, "Financing Recreation Services for the Ill and Handicapped," p. 42.

[8]John A. Nesbitt, "Financing Recreation Services for the Ill and Handicapped," p. 42.

[9]John A. Nesbitt, "Financing Recreation Services for the Ill and Handicapped," p. 40.

[10]Richard Kraus, Recreation and Leisure in Modern Society, New York: Appleton, Century and Crofts, 1971, p. 371.

[11]Richard Kraus, p. 371.

[12]Richard Kraus, p. 371.

[13]Shirley Bushell and Jerry D. Kelly, Providing Community Recreational Opportunities for the Disabled, Champain, Illinois: Illinois Cooperative Extension Service, June, 1974, p. 8.

[14]Doras Berryman, Annette Logan, and Dorathy Lander, Enhancement of Recreation Service to Disabled Children, New York: New York University School of Education, Report of Children's Bureau, Project, 1971, p. 65.

[15]David M. Compton and others, "Special Populations Involvement (SPI): A Model for Community-Based Recreation," Iowa City: Iowa City Parks and Recreation Department, 1975, p. 3.

[16]Harold D. Meyer and Charles K. Brightbill, Community Recreation a Guide to its Organization, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964, p. 195.

[17]Ruth V. Russell, "The Meaning of Recreation Activities to the Elderly," unpublished Master's thesis, Pennsylvania State University, 1973, p. 58.

[18]Harold D. Meyer and Charles K. Brightbill, p. 106.

[19]John A. Nesbitt, "National Institute on New Models for Community Recreation and Leisure for Handicapped Children and Youth," Iowa City: The University of Iowa Recreation Education Program, 1976, p.1.

[20]Harold D. Meyer and Charles K. Brightbill, p. 195.

[21]Harold D. Meyer and Charles K. Brightbill, p. 195.

[22]Florance E. Vickery, Creative Programming for Older Adults a Training Guide, New York: Association Press, 1972, p. 249.

[23]Jesse A. Reynold, Public Recreation Administration, Reston, Virginia: Reston Publishing Company, 1976, p. 134.

[24]Jesse A. Reynold, p. 134.

[25]Gerald L. Hitzhusen and Ethel O. Scott, "Outdoor Recreation Needs for Handicapped Residents of Missouri," Jefferson City: State Inter-Agency Council for Outdoor Recreation, 1975, p. 4. (Mimeographed.)

[26]Cooperative Extension Service, Background of Cooperative Extension Work in Iowa: A Provision of County Agricultural Law, Ames: Iowa State University, Oct. 1974, p. 2.

[27]Background of Cooperative Extension Work in Iowa: A Provision of County Agricultural Law, p. 2.

[28]Background of Cooperative Extension Work in Iowa: A Provision of County Agricultural Law, p. 2.

[29]Cooperative Extension Service, General Objectives of the Iowa Cooperative Extension Services, Ames: Iowa State University, 1975, p. 4.

CHAPTER III

METHODOLOGY AND PROCEDURE

Introduction

Chapter three contains the procedure used by the researcher to obtain data for the study. The chapter is divided into the following sections: (1) Taxonomy; (2) Instrument; (3) Selection of Subjects; (4) Procedures; (5) Recording of Data; and (6) Summary.

Taxonomy

A Taxonomy of Indirect or Support Services Pertinent to Therapeutic Recreation Service and Community Recreation for Handicapped[1] was adopted in order to collect data and services that local, state and federal agencies were providing to handicapped. This taxonomy was used as a tool to categorize recreational services that were provided by county Cooperative Extension Service in Iowa. Based on this taxonomy, Cooperative Extension Service programs in other states were analysed. A questionnaire to determine items that could be on a checklist for county Cooperative Extension Service in Iowa of possible services in recreation for handicapped was developed from programs that

were offered in other states. A copy of the original taxonomy appears in Appendix A. A summary of services provided by Cooperative Extension Service to handicapped in 25 states is provided in Appendix B.

Instrument

The discussion of the instrument used by the researcher will be broken down into the following sections: description of the instrument, selection of questions, and pilot use of instrument.

Description of the Instrument

The instrument used to gather information relative to the feasible role of county Cooperative Extension Service in providing recreational service to handicapped was a 19 question checklist. The respondents were asked to rank each question on a 1 to 5 scale on the basis of the appropriateness of county Cooperative Extension Service providing that service to handicapped citizens. The format of the instrument was constructed by the researcher and from input from outside authorities.[2]

Selection of Questions

The questions on the instrument were selected on the

basis of services that were being provided by Cooperative Extension Service to handicapped in 25 states.[3] This list of services was compiled by the researcher by using the taxonomy described in the previous section. Each item on the checklist of services that could be provided by Extension to handicapped in Iowa was based on a service to handicapped that was being provided by Extension Service in at least one state.

Pilot Use of Instrument

The basic instrument was titled Checklist of Services in Recreation Provided to Handicapped by County Cooperative Extension Service. It was presented on a trial basis to county, area and state level personnel. These professionals were personally interviewed in an attempt to receive an indication of the clarity, appropriateness and effectiveness of the instrument. The Assistant Dean of Extension at Iowa State University, a professor in the Recreation Department at Iowa State University, the State Extension Specialist in Recreation, an Area Extension Director, a County Extension Director, and a County Extension Home Economist all filled out a cover page that evaluated the questionnaire. A copy of

the cover page appears in Appendix C. A copy of the original questionnaire appears in Appendix D.

Several changes were made in the final questionnaire. A format of soliciting degree of interest in a question was adopted rather than a yes or no response. The total number of responses needed to complete the questionnaire was reduced from 116 to 19. The final questionnaire was worded in a manner that attempted to clear up ambiguous statements and phrases that became evident during the piloting process. More concise instructions and definitions were included in the revised questionnaire. An open-ended aspect of the instrument was retained allowing subjects to comment about services provided by county Cooperative Extension to handicapped and by soliciting opinions on other feasible services that could be provided. A copy of the final questionnaire appears in Appendix E.

Selection of Subjects

Extension personnel at the county, area and state level were selected as subjects. A proposal to send the questionnaire to a random number of Cooperative Extension Service personnel was rejected by the Assistant Dean of Programs of University Extension at Iowa State University. The thesis committee of the researcher and representatives

from University Extension at Iowa State University agreed that since a survey of a large number of Extension personnel would not be permitted, a nonrandom sample of subjects should be provided to the researcher by the State Extension Recreation Specialist. The names and addresses of the subjects were provided by the State Extension Recreation Specialist[4] and by an Extension 4-H and Youth Leader.[5] The subjects all met the following criteria: (1) person who conducted, supervised or was involved in planning programs or services to handicapped as mentioned in Cooperative Extension reports or other Extension memo or bulletin: (2) person who had worked for or with Iowa Cooperative Extension Service at the county level for at least 2 years. A list of 26 subjects out of the population of over 300 individuals who are directly associated with Cooperative Extension Service in Iowa was provided to the researcher. The population was arrived at by including: Area Extension Directors, County Extension Directors, 4-H and Youth Leaders, Extension Home Economists, Extension Resource Development Specialists, and Extension Rural Development Specialists. Included on the list were at least 5 people in the role of County Extension Director, County Extension Home Economist, and County

Extension 4-H and Youth Leader. The selection of subjects did not constitute a scientific sample.

Procedures

Each of the 26 subjects on the list of appropriate Extension Specialists was individually contacted by telephone or through a personalized letter and was asked to fill out the questionnaire. The personal contacts were made during the months of May through August, 1977.

Recording of Data

On September 1, 1977, the raw data were tabulated. Each of the 26 individuals contacted filled out the questionnaire and mailed it to the reseacher. Each subject responded to all of the items on the questionnaire.

Each question was marked according to one of the following 5 classifications: (1) Strongly Disagree; (2) Disagree; (3) Agree; (4) Agree Strongly; and (5) Agree Very Strongly. Each response was given the number that corresponded to it. For example, the response of "Strongly Disagree" to a statement was equated to a value of 1, while a response of "Agree Very Strongly" received a score of 5.

The mean score and standard deviation were computed

for each question. In an effort to list the questions in order of positive response according to the subjects, the questions were placed in rank order according to mean score, with the highest mean score being placed first.

Summary

The present study was conducted during the months of May through August, 1977. A description of the taxonomy, the original instrument, the selection of questions, the pilot study, the revision of the questionnaire and the emergence of the final questionnaire have been presented. The selection of subjects, description of proceedures and the recording of data have also been presented in this chapter.

Footnotes

[1]John A. Nesbitt, "An Analysis of United Nations Service Related to Recreation," unpublished Doctoral Dissertation, Teachers College, Columbia University, 1968, pp. 15-17.

[2]Based on May 9, 1977 meeting with thesis committee. Other suggestions on the format of the instrument came from personal discussion with state and local level Cooperative Extension personnel, faculty in the Recreation Education and Social Work Departments at the University of Iowa, recreation professionals working in the State of Iowa and a research consultant who works for the University of Iowa.

[3]The information on the services that Cooperative Extension Services were providing to handicapped in 25 states was acquired through an analysis of information generated at The Institute on Recreation for Handicapped in Rural Areas at Southern University, Baton Rouge, Louisiana, on February 1, 1977. The institute was sponsored by the Bureau for the Education of the Handicapped Community Recreation for Handicapped Models Project and was chaired by Dr. Clifford Seymour. The necessary information needed for this research was acquired through the personal library of Dr. John Nesbitt, Project Director, BEH Community Recreation for Handicapped Models Project.

[4]Based on personal discussions with Glen Thompson, State Extension Recreation Specialist, 33 Curtiss Hall, Iowa State University, Ames, Iowa, 50010 on April 15, 1977, and April 28, 1977.

[5]Based on a personal discussion with Robert Bell, Extension 4-H and Youth Leader for the Davenport area on June 20, 1977.

CHAPTER IV

ANALYSIS OF DATA

Introduction

The data collected for the study are based on information from questionnaires which were completed by selected county Cooperative Extension personnel during the summer of 1977. Each of the 26 individuals contacted completed a questionnaire. The response for each question was tabulated and the questions were rank ordered according to the degree of positive response it received. This chapter is divided into the following sections: (1) Scoring of Data; (2) Findings; (3) Summary of Findings; (4) Comments from Respondents; (5) Summary of Comments; and (6) Problems of the Study.

Scoring of Data

Table 1 contains the rank order of services to handicapped by selected county Cooperative Extension Service personnel in Iowa in terms of mean score and standard deviation. The mean score for each question is rounded to the nearest tenth of a percent. The standard deviation score for each question is rounded to the nearest

hundredth of a percent. Table 2 contains frequency of response in each category for 19 items on the checklist of recreational services to handicapped that were provided by selected Cooperative Extension Service personnel.

Findings

The end product of the study was a list of statements concerning provision of recreational services to handicapped that could be included on a checklist of services provided by county Cooperative Extension Service in Iowa. Each subject indicated his response to what he felt "could" be included on a checklist rather than which services "should be" provided or "are" provided by county Cooperative Extension Service in Iowa.

The results indicated that statements that proposed that services be "encouraged" tended to have higher mean scores than those that proposed actual provision of services. This result may indicate that the subjects reacted to the word "encourage" in the question rather than to the actual service that was proposed. The five statements that included the word "encourage" received rankings of 1, 2,6 , 12, and 15 according to mean score.

Table 1

Rank Order of Services to Handicapped by Selected County Cooperative Extension Service Personnel in Iowa

	N = 26	5 = Agree very strongly	
		Mean	S.D.
1.	Encourage or support existing 4-H clubs that provide recreational services to handicapped.	4.5	.71
2.	Encourage or support special 4-H clubs comprised of members who are handicapped.	4.2	.9
3.	Organize or sponser education and training through courses, conferences, seminars or meetings for people who provide recreational service to handicapped.	4.1	.94
4.	Organize or sponsor recreation oriented classes for handicapped.	4.0	.92
		4 = Agree strongly	
5.	Educate the general public on the recreational needs of the handicapped.	3.7	.69
6.	Encourage the involvement of handicapped in recreational activities.	3.7	1.0

Table 1 (cont.)

		Mean	S.D.
7.	Disseminate information to handicapped relative to recreational opportunities in the local community.	3.6	.71
8.	Provide or disseminate information pertaining to recreation for the handicapped.	3.6	.95
9.	Provide referral of handicapped to agencies providing recreational services.	3.4	.94
10.	Establish or administer a file or directory of local organizations or agencies, group, volunteers, or professionals who provide recreation services to handicapped.	3.3	.86
11.	Establish or administer a file or directory of local recreational facilities, opportunities or services that are available to handicapped.	3.3	.91
12.	Provide professional and technical services in planning program and service development in the area of recreation for handicapped.	3.2	.77
13.	Support or encourage scholarships, work-study grants, study tours or internships for those studying recreation oriented pursuits.	3.2	.98
14.	Assist in establishment of standards, codes or agreements pertaining to recreation for handicapped.	3.1	.79
15.	Provide or encourage research and studies dealing with recreation for handicapped.	3.0	.82

Table 1 (cont.)

		Mean	S.D.
	3 = Agree		
16.	Provide personnel who serve recreational needs of handicapped.	2.7	.72
17.	Provide or support camp grounds, parks, fairgrounds or moble recreation units for use by the handicapped.	2.7	1.09
18.	Provide, loan or checkout recreational supplies or equipment for handicapped.	2.2	.59
19.	Coordinate transportation for handicapped to allow for greater participation in recreational activities.	2.2	.69
	2 = Disagree		
	1 = Disagree strongly		

Table 2

Frequency of Response in Each Category for 19 Items on Checklist of Recreational Services to Handicapped that were Provided by Selected Cooperative Extension Service Personnel

Statement in Rank Order	Categories 1 Disagree strongly	2 Disagree	3 Agree	4 Agree strongly	5 Agree very strongly	Total
1.	0	0	3 11.5%	8 30.8%	15 57.7%	26
2.	0	0	8 30.8%	5 19.2%	13 50%	26
3.	0	1 3.8%	7 26.9%	7 26.9%	11 42.3%	26
4.	0	1 3.8%	7 26.9%	8 30.8%	10 38.5%	26
5.	0	0	12 46.1%	11 42.3%	3 11.5%	26
6.	0	2 7.7%	11 42.3%	5 19.2%	8 30.8%	26
7.	0	0	15 57.7%	8 30.8%	3 11.5%	26
8.	0	3 11.5%	10 38.5%	8 30.8%	5 19.2%	26
9.	0	4 15.4%	12 46.1%	6 23%	4 15.4%	26

Table 2 (cont.)

Statement in Rank Order	1 Disagree strongly	2 Disagree	3 Agree	4 Agree strongly	5 Agree very strongly	Total
10.	0	4 15.4%	16 61.5%	3 11.5%	3 11.5%	26
11.	0	4 15.4%	16 61.5%	2 7.7%	4 15.4%	26
12.	0	3 11.5%	16 61.5%	5 19.2%	2 7.7%	26
13.	0	6 23%	13 50%	3 11.5%	4 15.4%	26
14.	0	3 11.5%	18 69.2%	5 19.2%	0	26
15.	1 3.8%	5 19.2%	15 57.7%	4 15.4%	1 3.8%	26
16.	1 3.8%	8 30.8%	14 53.8%	3 11.5%	0	26
17.	2 7.7%	13 50%	5 19.2%	4 15.4%	2 7.7%	26
18.	2 7.7%	20 76.9%	3 11.5%	1 3.8%	0	26
19.	3 11.5%	16 61.5%	6 23%	1 3.8%	0	26

Cooperative Extension Service is mandated to provide educational services to the public. Statements that proposed that Cooperative Extension sponsor an education oriented activity may therefore have been given more positive responses. The 5 statements related to provision of educational services were ranked 3, 4, 5, 13, and 15 according to mean score.

The statements that proposed that Cooperative Extension Service provide 4-H clubs for handicapped were ranked 1 and 2 according to mean score. This may be due to the support that Extension Service has traditionally given to the establishment and operation of 4-H clubs.

The statement that related to the coordination of transportation for handicapped received a ranking of 18 according to mean score. This result may relate to the fact that Cooperative Extension Service does not traditionally provide transportation to any group and to the problems and costs that are involved in providing transportation to handicapped.

Statements that related to establishing or administering a file or directory of recreational services, facilities or personnel in the community that are available to the handicapped received rankings of 10 and 11

according to mean score. An Area Extension Director commented that help would be needed from other agencies in developing these files.

Summary of Findings

Statements that "encouraged" the provision of a service tended to receive higher mean scores than those that suggested that Cooperative Extension Service actuality provide a service. Services that related to education of the public were viewed rather positively as could be expected from an organization that is based in a university. Statements that suggested that Cooperative Extension Service include services to the handicapped that relate to the traditional Extension focus on agriculture, home economics and community development were also seen in a more positive manner than other feasible services.

Comments from Respondents

In order to protect the subjects who were surveyed, no names or locations will be given. The following comments were made be Cooperative Extension personnel in the state of Iowa. Each comment expresses a view about

providing recreational services to handicapped. Each comment comes in response to the segment on the questionnaire which states "Please make additional comments about services provided by county Cooperative Extension to handicapped in the space below. What additional services do you feel could be added at the county level?"

> "Personal interest of each county extension staff member will dictate to a great extent the success of any program effort ... education, being extensions major thrust, will interest more professional staff members than would providing information or equipment."
>
> "I feel many of these options may be available from county offices via area and state specialists who may have more knowledge, interest, and responsibilities for these programs. For example: Area Human Development Specialists and Consumer Management Specialists."
>
> "... home economist in ... county has sponsored several workshops for the handicapped on clothes fitting and remodeling homes for the convenience of the handicapped."
>
> "I agree very strongly that Extension should educate the general public on how to relate to handicapped."
>
> "... and ... counties have sponsored special camps for handicapped at the State 4-H Camp. Older 4-Her's assisted special education teachers and other staff in the carry out of camp activities. Everyone seemed to benifit from the experience."
>
> "I feel extension should be an initiator to help organize community support."

"...Extension Recreation Specialist at the state level would need to agree to be a backup to counties which do not have items on the checklist."

"I feel equipment check should not be a providence of extension for any group."

"Extension facilities should be accessible to all."

A program thrust to enlighten the community so that an assessment of recreational services available to handicapped might be done and a program be developed. ..see extension in a catalyst role and not becoming the program."

"To my knowledge Extension Services to the handicapped has been very limited. I wonder how many counties have a 4-H Club for handicapped youngsters."

"Cooperative Extension Service, in spite of the word 'service' is an educational institution-not a service institution."

"There is a 4-H Club in ... county that provides leadership for a 4-H Club in ... county. The ... club is entirely made up of mentally handicapped youth."

"Our main emphasis with the handicapped is not recreational. It's emphasis lies more in educational information that will help the handicapped to be more mobile through home construction and household appliances, through clothing designed to fit their needs and for information concerning availability of various appliances to make them physically more mobile."

"In our Day Care update, I provide information to Day Care personnel to help work with and understand borderline and hyperactive youngsters."

"... a 4-H leader at ... works with some mentally retarded or borderline youngsters in craft projects, etc."

"Budgets are a problem for Extension Offices. All of these (items listed on checklist) are good. However, they may not be possible under current staffing patterns and responsibilities due to costs."

"I think Cooperative Extension Service can provide a great deal when it comes to the 'educational' aspect of recreation for handicapped. The servicing and provision of equipment for these activities would at least under present set-up probably need to come from other agencies. Additional funds and personnel would need to be secured to greatly increase present meager assistance now rendered."

"I see all of our programs as being helpful to the handicapped - home economics, horticulture, youth, etc."

"I think cooperative efforts with other existing organizations are important in providing recreational service to handicapped."

"My feelings are mixed on this subject. There are other government agencies (e.g., social services, Government Commission on Opportunity for the Handicapped, DOT subcommittee, etc.) which are already providing expertise in aiding the handicapped. My personal view would be to work in the existing Extension program to make the programs more accessible, both architecturally and attitudinally, rather than duplicating material, efforts and ideas."

"I have not been involved in the area of recreation, but feel many of these ideas are extremely workable within extension and I'd love to see them happen in Iowa."

"Our community has an active program for the handicapped - a strong Goodwill Industries - etc. In communities where this does not exist, Extension might be instrumental in some of the 'promotion' phases which do not seem important for extension to do here."

"4-H clubs should be integrated with both handicapped and non-handicapped members instead of special clubs, solely for handicapped persons."

Summary of Comments

Comments by the respondents tended to indicate that various individuals in the Cooperative Extension Service system in Iowa were involved in providing limited services in recreation to handicapped. There was also an indication that if a need was shown, Cooperative Extension Services could expand upon the role it is currently playing. Extension specialists agreed most strongly with providing services to handicapped that have previously been included in the range of services provided in the past. There was also an emphasis on providing services that were related to education.

Problems of the Study

The following problems were noted by the researcher during the study:

1. Receiving endorsement on the State Extension Service level to conduct a study on a topic that has not historically been closely related to the services that Cooperative Extension Service provides was a problem. Only a selected sample of Extension personnel could be obtained. The present study uncovered the attitudes of Extension personnel who have worked with

handicapped. The views of these subjects may be positively biased toward the feasibility of providing recreational services to handicapped through Cooperative Extension Service.

2. Providing a definition of the word "handicapped" that could easily be understood, yet explicit enough to be functional.
3. The underexposure of most Extension personnel to the magnitude of the term "recreation."

CHAPTER V

OBSERVATIONS

Introduction

The content of this chapter was derived as auxiliary information while gathering data for the main study. The content of this chapter relates to Cooperative Extension Service, recreation for handicapped, and organizational structure.

Additional Information

Personnel working at the county level often took the approach of attempting to provide whatever the public requests. It appears that a handicapped person or advocate should be encouraged to approach the county administrators about obtaining services. Consumers and advocates could expand the resourses that Cooperative Extension Service provides in relation to recreational services to handicapped if they would approach extension personnel and request their assistance. Handicapped people in the community appear to make less than full use of the service that Cooperative Extension Service currently provides. For Extension to expand a service

in any area a need will have to be shown. The need for an expanded role in providing recreational services to handicapped has not been presented to many county Cooperative Extension Service personnel.

It appears that Cooperative Extension Service personnel, expecially in rural areas, could take a greater role in providing, supporting or updating a directory of resources that are available to local citizens. Extension could work more closely with other service related organizations and agencies in providing a directory of recreational resources for handicapped individuals.

Much of what a state Extension Service provides depends upon the structure of how Extension is organized in the state. In states where all public colleges are branches of one central university system, it is easier to disseminate all appropriate educational resources to the people. Iowa has three separate universities, Iowa State University has primary responsibility for Cooperative Extension Service in Iowa.

In other states where the land grant or extension university includes a medical school or an emphasis on teacher education these disciplines are represented in the dissemination of information along with the traditional agricultural and technological emphasis that

extension has focused upon in the past. Much of the research in Iowa that goes on in the non-land grant universities does not reach the people at the county level. The organizational structure in Iowa curtails an emhasis of providing services and information to handicapped that otherwise might be available.

The development of recreational opportunities in a community enhances that community's positive development. This aspect of community development may be underemphasized by Cooperative Extension Service in Iowa. The Recreation Department at Iowa State University may find its importance enhanced in future years by increased demands from the people in Iowa at the county level for more information about recreational opportunities, carriers and services. Some indications of future trends and lifestyles were discussed throughout the state of Iowa during 1977 in the Iowa 2000 Conferences. Projections from these conferences indicate that leisure time will be in greater supply in the future. One role of Cooperative Extension Service may be to help the people of the state prepare for this projected change in lifestyle.

CHAPTER VI

SUMMARY

Purpose

The purpose of this study was to develop a checklist for Cooperative Extension Service in Iowa of possible services in recreation for handicapped.

Procedure

Twenty-six specially selected Cooperative Extension Service personnel were surveyed to determine which items should be included on a checklist for county Cooperative Extension Service in Iowa of possible services in recreation for handicapped. The checklist was constructed from lists of services that were known to be provided by Cooperative Extension Service in at least one state. Each subject was personally contacted by letter or phone by the researcher and asked to respond to 19 statements related to feasible recreational services that could be provided by Cooperative Extension Service in Iowa. Each subject completed the questionnaire.

Summary of Findings

The review of literature indicated that handicapped in Iowa have a need for greater recreational services. This need was even greater for the elderly and the handicapped who lived in rural areas. Cooperative Extension Service was found to be a well established source of service to all Iowans.

Selected Cooperative Extension Service personnel tended to give a more favorable response to placing items on a checklist of services to handicapped that were related to services that are mandated by law or tradition. Respondents were more willing to encourage the provision of a service than to suggest that Cooperative Extension Service actually provide the service. Comments by the respondents indicated that County Cooperative Extension Service tends to provide those services that the local public demands.

Conclusions

On the basis of the findings of a project to develop a checklist for county Cooperative Extension Service in Iowa of possible services in recreation for handicapped, Cooperative Extension Service in Iowa was

found to offer an avenue of providing recreational services to handicapped. These services relate primarily to the traditional Cooperative Extension Service role of providing education to the public and the sponsoring of local 4-H clubs. Extension Home Economists, Resource Development Specialists, Human Development Specialists, and Rural Development Specialists do provide selected services in enhancing the recreational opportunities of the handicapped.

Cooperative Extension Service in Iowa could provide more recreational services in the future if public support was shown for such a move. Cooperative Extension Service may be an especially appropriate resource for handicapped citizens in rural areas. Extension personnel see their role most clearly in relation to working with agencies that have an established recreational service to provide to handicapped.

Recommendations

The following recommendations for further study were made by the author:

1. A representative sample of all Cooperative Extension Service personnel should be surveyed to determine the feasiblity of enhancing

recreational service to handicapped through the Cooperative Extension Service system.

2. The proposed checklist should be used at the county level to help Extension personnel establish a framework to determine what services have been or could be offered to the handicapped.
3. The taxonomy that was developed in the implementation of the study should be used as a tool in providing a framework through which existing services that any agency provides could be reviewed. A study of various delivery systems using the same tool could provide a comparison of the systems.
4. Further studies are needed to determine the availability of recreational services to handicapped in Iowa. There is a special need for this type of study in rural areas.
5. A therapuetic recreation specialist trained at the masters level should be employed to provide training and consultation throughout the state through the State Cooperative Extension Service. Precedent for this type of service exists

through the program provided in Missouri. The high level of expertise of The University of Iowa in therapeutic recreation service could be used in the provision of statewide therapeutic recreation services.

APPENDIX A

ORIGINAL TAXONOMY

APPENDIX A

TAXONOMY OF INDIRECT (SUPPORT) SERVICES PERTINENT TO THERAPEUTIC RECREATION SERVICE AND COMMUNITY RECREATION FOR HANDICAPPED[1]

by
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Iowa City, Iowa 52242

[1]The taxonomy was formulated by Dr. Nesbitt as an instrument in his doctoral dissertation, "An Analysis of United Nations Service Related to Recreation," Teachers College, Columbia University, 1968.

The classification scheme does not conform exactly to that of any specific organization. For the present purpose, a classification scheme of practical length and range provides a reasonable framework for the diverse activities of the organizations under study. Other terms used to describe these services include technical assistance, technical cooperation, etc.

These services fall into the following general categories:

1. Administration and Organization: Providing internal services such as cooperation, coordination, evaluation, financing, liaison, planning, reporting, research and training rendered through a central staff, committees and other administrative or organizational means.

2. Advisory and Planning: Providing professional and technical advisory and consultative services, either face-to-face, through correspondence, or through meetings and activities rendered in planning assistance for program and service development.

3. Conferences and Meetings: Sponsoring, organizing, funding, participating in or inviting participation in conferences, congresses, expert or technical group

meetings, seminars, study groups, symposia and other types of meetings.

4. Education and Training: Providing courses, institutes, schools, training centers and workshops; includes education and training of professional, para-professional and non-professional personnel, and special training for civil servants, interns, etc.

5. Equipment, Facilities and Supplies: Providing these.

6. Fellowships: Providing fellowships, scholarships, study grants, study tours, worker-trainee awards, stipends and travel, etc.

7. Funding: Providing funds, subsidies, subventions, trusts, voluntary financing, etc.

8. Technical Information: Technical or professional information service, such as information analysis, collation, collection, synthesis, translation, storage and retrieval, dissemination; archives, clearing house; exchange; and library.

9. Public Information: Information service of a non-professional and non-technical nature, where the group(s) served is a general public.

10. Personnel: Providing permanent and short-term administrative, executive and operational personnel, experts, exchanges, staff and volunteers; also, special teams of such personnel.

11. Research and Studies: Providing for demonstration and pilot projects, studies and surveys as well as operational and basic research: joint and cooperative projects, coordination, liason, etc.

12. Standards and Agreements: Establishing codes, definitions and standards; sponsoring agreements, conventions, declarations, recommendations and resolutions.

13. Evaluation: Providing evaluation on programs and services, facilities, equipment, personnel, in-service training, instruments, consultation on design, etc.

14. Other: Other services not covered in the preceding.

APPENDIX B

SUMMARY OF SERVICES PROVIDED BY COOPERATIVE EXTENSION SERVICE TO HANDICAPPED IN 25 STATES

APPENDIX B

SUMMARY OF SERVICES PROVIDED BY COOPERATIVE EXTENSION SERVICE TO HANDICAPPED IN 25 STATES

On December 20, 1976, Dr. John Nesbitt sent a letter to the Extension headquarters in each of the 50 states asking for information relative to the service that that state is providing to handicapped. Dr. Nesbitt is the Coordinator of Research and Advanced Studies at the University of Iowa, along with being the Project Director of the National Institute on Community Recreation for Handicapped.

The classification scheme used to categorize the services that an organization can provide was developed by Dr. Nesbitt as an instrument in his doctoral dissertation. The classification scheme is described under taxonomy in Chapter III. These services fall into the following general categories: 1. Administration and Organization; 2. Advisory and Planning; 3. Conferences and Meetings; 4. Education and Training; 5. Equipment, Facilities and Supplies; 6. Fellowships; 7. Funding; 8. Technical Information; 9. Public Information; 10. Personnel; 11. Research and Studies; 12. Standards and Agreements; 13. Evaluation; 14. Other.

Each state that responded to Dr. Nesbitt's letter was reviewed in reference to the preceding classification scheme. Any unique service that is provided by an individual state is listed after the indexed numbers that are given in Table 3.

Arkansas - Home Economists have developed materials that may be applicable to handicapped in the state.

Hawaii - An annual 4-H caravan is offered by Hawaii Cooperative Extension Service. On the caravan trainable mentally retarded 4-Hers travel together (often with other 4-Her's who serve as "big brothers" and "big sisters") to a neighboring island.

Kansas - Study packets may be checked out from extension offices dealing with arthritis, housing for physically handicapped, and clothing for handicapped.

Maryland - No service was presented as presently being provided by Cooperative Extension Service in the state. An "urgent need for programing" was presented as being needed.

Mississippi - Lists of persons who have been active in working with community people and a list of Extension Coordinators who have worked with handicapped is available through the state Extension Service.

Table 3

Summary of Letters Describing Services Provided by Cooperative Extension Service to Handicapped in 25 States

State	Service Provided													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Arkansas	X							X	X					
Hawaii	X	X	X				X		X	X				
Iowa	X	X	X	X	X		X	X		X	X		X	
Kansas				X				X					X	
Mississippi	X							X						
Missouri	X	X	X	X	X		X	X		X	X		X	
Montana	X			X	X			X		X				
New Hampshire	X	X	X	X	X		X	X	X					
North Carolina	X	X	X	X	X		X	X	X	X				
Ohio	X			X										
Oregon		X							X	X				
Pennsylvania	X			X				X	X	X	X			
Rhode Island		X		X				X		X				

Table 3 (cont.)

State	Service Provided													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Texas	X				X					X				
Utah	X	X		X	X					X				
Virginia	X	X	X	X				X						
Washington	X	X	X				X	X	X					
Federal level	X	X	X	X	X	X	X		X	X	X	X	X	

Montana - The state has a special 4-H camp for handicapped and Extension agents give food preparation and nutrition classes for blind persons.

New Hampshire - A mobile unit is utilized to coordinate state agency efforts to better educate the public on problems of handicapped, and the solutions to them. Through cooperation with Extension and the State Vocation Rehabilitation Agency a teletypewriter is made available to provide educational services to deaf.

North Carolina - The state provides: camps for mentally retarded and senior citizens; 4-H clubs for deaf; hearing helps such as head sets for T.V. and radio, and amplified telephones; vision aids; nutrition is taught to Social Workers for "services to the blind;" Extension Homemakers who serve in Day Care Homes for Handicapped; and support for other agencies who could serve handicapped, for example getting the local power structures to promote special housing for physically handicapped.

Ohio - The state sponsors an annual "Parks and Recreation Management Training Institute" that provides in-service training relative to working with handicapped.

Oregon - The major effort in the state has been in including the mentally retarded in the 4-H program.

Pennsylvania - Research of what is and has been done in the state for handicapped has been completed by Cooperative Extension Service in the state.

Rhode Island - Extension provides information to those working with handicapped and provides on-the-job training for hearing and visually impaired.

Texas - The state provides Extension youth camps, outdoor education and portable recreation facilities for handicapped.

Utah - The state sponsors extensive work with juvenile delinquents through Extension Services along with involving programs for senior citizens.

Virginia - Extension sponsors inservice sessions addressed to needs of special audiences and publishes criteria for planning recreational facilities for handicapped.

Washington - Extension sponsors 4-H clubs for mentally retarded and a state-wide directory of cultural and educational opportunities for senior citizens.

The following states responded to Dr. Nesbitt's inquiry for information and stated that no service was being provided by Cooperative Extension Service in the state: Alaska, California, Colorado, Illinois, Maryland, Oklahoma, Vermont, and Wyoming.

The preceding list is not inclusive of all the services that Cooperative Extension Service is providing to handicapped in various states. In a similar sense, the lack of reference to a specific state does not indicate that the state is not active in providing services to all its citizens.

The following professionals provided the information that was used in the summary of services provided by Cooperative Extension Service to handicapped. The information was included in letters to Dr. Nesbitt that were previously mentioned.

Kenneth S. Bates, Director of the University of Arkansas Cooperative Extension Service, January 13, 1977.

Fred W. Martin, Ed.D., Associate Professor, Department of Recreation and Park Administration, California State University, Sacramento, January 19, 1977.

Carol S. Kawasaka, Extension Home Economist, Cooperative Extension Service, University of Hawaii at Manoa, January 26, 1977.

Carol Ann Peterson, Ed. D., Therapeutic Recreation Specialist, Cooperative Extension Service, University of Illinois at Urbana, January 18, 1977.

Glen Thompson, Extension Recreation Specialist, Cooperative Extension Service, Iowa State University at Ames, January 18, 1977.

Martha E. Brill, Extension Specialist Health, Cooperative Extension Service, Kansas State University at Manhattan, March 3, 1977.

Dorothy P. VanZandt, Ph.D. Acting Assistant Director Department of Extension Home Economics, University of Maryland at College Park, February 14, 1977.

William C. Boykin, Associate Director, Southern Rural Development Center, Mississippi State University, Lorman, Mississippi, January 14, 1977.

Jerry Hitzhusen, Therapeutic Recreation Specialist, University of Missouri at Columbia, January 11, 1977.

May Jo Herde, Human Development Specialist, Cooperative Extension Service, University of New Hampshire, Durham, New Hampshire, January 25, 1977.

George Hyatt, Jr., Associate Dean and Director, Agricultural Extension Service, North Carolina State University at Raleigh, February 1, 1977.

John M. Pierce, Institute Coordinator and Extension Specialist, Outdoor Recreation, Cooperative Extension Service, Ohio State University, Columbus, Ohio, January 24, 1977.

Grace L. Spivey, Associate Dean of Home Economics, Cooperative Extension Programs, Oklahoma State University, Stillwater, Oklahoma, February 2, 1977.

H. Joe Myers, Assistant Director 4-H Youth, Extension Service, Oregon State University, Corvallis, Oregon, February 18, 1977.

Marcia C. Bappler, Ph.D. Information Programs Specialist, 4-H, Youth, Cooperative Extension Service, The Pennsylvania State University, University Park, Pennsylvania, February 18, 1977.

J. Whitney Bancroft, State 4-H Program Coordinator, University of Rhode Island Cooperative Extension Service, Kingston, Rhode Island, January 13, 1977.

Vernell Jackson, Recreation Specialist, and Henry L. Miller, Camp Director, Prairie View A & M University Cooperative Extension Service, Prairie View, Texas, February 18, 1977.

Gerald R. Olson, State Supervisor 4-H and Youth Programs, Cooperative Extension Service, Utah State University, Logan, Utah, January 13, 1977.

R. P. Davison, Associate Dean and Director, The Extension Service, University of Vermont, Burlington, Vermont, January 20, 1977.

W. R. Van Dresser, Interim Dean, Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, January, 13, 1977.

Cleo Hall, State Leader Family Living Programs, Cooperative Extension Service, Washington State University, Pullman, Washington, February 14, 1977.

Karl Munson, Program Leader, Recreation, Extension Service, USDA, Washington, D. C., January 11, 1977.

APPENDIX C

PILOT USE OF INSTRUMENT

APPENDIX C

PILOT USE OF INSTRUMENT

Please read the following survey and answer these questions:

1). Is the questionnaire easy to understand? Yes__ No__

Comments: _____

2). Are the service areas covered sufficient and/or valid? Yes ___ No ___

Comments: _____

3). Is the wording easy to understand? Yes ___ No ___

Comments: _____

4). Will the results of this questionnaire benefit you or your constituents? Yes ___ No ___

Comments: _____

5). Are the questions asked in this survey appropriate to the services provided by county Cooperative Extension Services? Yes ___ No ___

Comments: _____

Other Comments: _____

_____

Thank you for your cooperation and time! I appreciate your suggestions and assistance!

Tom Hoffmann
M.A. Candidate
Recreation Education
University of Iowa

APPENDIX D

ORIGINAL QUESTIONNAIRE: CHECKLIST OF SERVICES IN RECREATION PROVIDED TO HANDICAPPED BY COUNTY COOPERATIVE EXTENSION SERVICE

APPENDIX D

ORIGINAL QUESTIONNAIRE

CHECKLIST OF SERVICES IN RECREATION PROVIDED TO HANDICAPPED BY COUNTY COOPERATIVE EXTENSION SERVICE

Name_____

Title_____

County or Counties served_____

Definition of Handicapped: individual who because of impairment or disability is adversely affected physically, psychologically, emotionally or socially.

Comment on the following services:
1) Those which are presently <u>provided</u> by county Cooperative Extension Service.
2) Those services which could <u>feasibly</u> be provided by county Cooperative Extension Service.

RECREATION ORIENTED SERVICE	1) Service is <u>provided</u> Yes/No	2) Service is <u>feasible</u> Yes/No
Administration and Organization of Recreational Services to Handicapped: i.e., policy statement or formal assignment of staff for this purpose	_____	_____
Advisory and Planning: providing professional and technical advisory and consultative services in planning assistance for program and service development.	_____	_____

RECREATION ORIENTED SERVICES	1)Service is provided Yes/No	2)Service is feasible Yes/No
Sponsor, Organize or Participate in Handicapped related:		
conferences	____	____
seminars	____	____
expert or technical meetings	____	____
other	____	____
Training: inservice training of professional personnel to address the recreational needs of special populations. .	____	____
of volunteers to work with handicapped. .	____	____
other	____	____
Classes for Handicapped:		
cultural/arts	____	____
leisure activities	____	____
horticulture	____	____
craft	____	____
other	____	____
Provide, Loan or Checkout Recreational:		
supplies	____	____
facilities; i.e., camp grounds, parks, fairgrounds	____	____

RECREATION ORIENTED SERVICES	1) Service is provided Yes/No	2) Service is feasible Yes/No
Provide, Loan or Checkout Recreational:		
equipment; i.e., vidio tapes, slides, outdoor recreation kits, etc	_____	_____
Fellowships for Recreation Oriented Pursuits:		
work-study grants	_____	_____
study tours	_____	_____
other	_____	_____
Provide Direct Funding or Subsidy of Recreation Programs or Leadership for Handicapped	_____	_____
Technical Information Pertaining to Recreation for Handicapped:		
reports	_____	_____
newsletters	_____	_____
brochures	_____	_____
training packets	_____	_____
audio-visual aids	_____	_____
other	_____	_____
Public Information: educate general public on needs of handicapped	_____	_____
Provide for Research and Studies Dealing with Recreation for Handicapped	_____	_____

RECREATION ORIENTED SERVICES	1) Service is provided Yes/No	2) Service is feasible Yes/No
Recreation File:		
of names and addresses of handicapped in community	_____	_____
of local recreation facilities available to handicapped. . . .	_____	_____
of organizations and agencies providing recreation services to handicapped	_____	_____
of local groups, volunteers or professionals who provide service to handicapped	_____	_____
other	_____	_____
Provide Personnel who Serve Recreational Needs of Handicapped:		
experts; i.e., knowledgeable resource people	_____	_____
program advisors	_____	_____
staff or maintenance personnel.	_____	_____
volunteers	_____	_____
interns	_____	_____
other	_____	_____
4-H Clubs: have members who are handicapped	_____	_____
have members who provide a recreation oriented service to handicapped individuals . .	_____	_____

RECREATION ORIENTED SERVICE	1)Service is provided Yes/No	2)Service is feasible Yes/No
Provide Evaluation of or Serve as a Consultant to Community Recreational:		
programs and services	_____	_____
personnel	_____	_____
facilities	_____	_____
inservice training sessions .	_____	_____
other	_____	_____
Referral of Handicapped to Agencies providing Recreational Services:		
schools	_____	_____
recreation centers or parks .	_____	_____
camps	_____	_____
social service agencies . . .	_____	_____
civic clubs or organizations.	_____	_____
religious organizations . . .	_____	_____
other	_____	_____

Are your offices, meeting places, or other facilities wheelchair accessible? Yes___No___

Approximately how many handicapped residents of your county use Cooperative Extension Service as a recreational resource?

_____per year

_____ % of total clientele

Would you like a synopsis of this project sent to you?

Yes _____

No _____

Please make any additional comments about services provided by county Cooperative Extension to handicapped in the space below. What additional services do you feel could feasibly be added at the county level?

Thank you for your cooperation.

APPENDIX E

FINAL QUESTIONNAIRE: A QUESTIONNAIRE TO DEVELOP A CHECKLIST FOR COUNTY COOPERATIVE EXTENSION SERVICE IN IOWA OF POSSIBLE SERVICES IN RECREATION FOR HANDICAPPED

APPENDIX E

A QUESTIONNAIRE TO DEVELOP A CHECKLIST FOR COUNTY COOPERATIVE EXTENSION SERVICE IN IOWA OF POSSIBLE SERVICES IN RECREATION FOR HANDICAPPED

TITLE: A Project to Develop A Checklist for County Cooperative Extension Service in Iowa of Possible Services in Recreation for Handicapped

BY: Thomas Hoffmann
M.A. Canadate
Recreation Education
The University of Iowa

RESEARCH COMMITTEE: Dr. John Nesbitt (chairman)
Dr. Sara Wolfson
Dr. Seppo Iso-Ahola
Mr. Glen Thompson (informal advisor)

PURPOSE: To establish a checklist of recreational services that could feasibly be provided by county Cooperative Extension Service in Iowa

USE: A county agency could consult this list once a year in relation to their efforts in service for handicapped

METHODOLOGY: 1. Analysis of field study of the state of recreational service to handicapped in Buchanan County, Iowa

2. Analysis of CARI-Impact Institute on Recreational, Cultural and Leisure Services for the Handicapped in Small Communities and Rural Areas in Iowa, Fairfield, Iowa

3. Analysis of Institute on Recreation for Handicapped in Rural Areas, Baton Rouge, Louisiana

4. Analysis of information on Extension Service involvement in recreation for handicapped in 23 states

5. Construction of a list of recreational services that can be provided in rural settings using the delphi technique

6. Development of a questionnaire of services provided to handicapped appropriate to Cooperative Extension Service, based on the list constructed in Step 5

7. Pilot study of the questionnaire - (a personal discussion with Robert Crom, Dean of Extension, Iowa State University, was one aspect of piloting the questionnaire)

8. Personal interviews of 15 Cooperative Extension personnel in Iowa. Names were chosen based on criteria deveveloped by Glen Thompson, State Extension Recreation Specialist.

TIME FRAME: January - April Review of literature , completion of steps 1-6

May Defense of proposal, construction and piloting of questionnaire

May - June Completion of interviews

June Written report, final approval of committee

DEFINITION OF HANDICAPPED PERSON: Any person who has a physical or mental impairment which substantially limits one or more major life activities.

"Physical or mental impairment" means (A) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musuloskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or (B) any mental or psychalogical disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

"Major life activities" means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

A QUESTIONNAIRE TO DEVELOP A CHECKLIST FOR COUNTY COOPERATIVE EXTENSION SERVICE IN IOWA OF POSSIBLE SERVICES IN RECREATION FOR HANDICAPPED

RESPONDENT_____

TITLE_____

COUNTY OR COUNTIES SERVED_____

ADDRESS_____

INSTRUCTIONS: The following services were taken from a review of what Cooperative Extension Service is doing for handicapped in various states. Please express your opinion on each of the following recreational services relative to the appropriateness of including it on a checklist of services that could be provided by county Cooperative Extension Service in Iowa. Judge each of the following statements on a scale of 1 to 5, 1 indicating that the service should not be included on a checklist of those services provided by county Cooperative Extension Service in Iowa (i.e. you strongly disagree with statement) to 5 indicating that the service should be included on a checklist of those services provided by county Cooperative Extension Service (i.e. you agree very strongly with the statement).

Read each statement, then circle the response that represents how you feel about including the statement in a checklist of services that could be provided by county Cooperative Extension Service in Iowa.

1. Provide, loan or checkout recreational supplies or equipment for handicapped. e.g. Head sets for T.V. or radio, vision aides, amplified telephones, teletypewriters, outdoor recreation kits, etc.

Strongly disagree	Disagree	Agree	Agree strongly	Agree very strongly
1	2	3	4	5

2. Organize or sponser recreation oriented classes for handicapped. e.g. Culture or art appreciation, leisure activities, horticulture, craft, camping skills, etc.

Strongly disagree	Disagree	Agree	Agree strongly	Agree very strongly
1	2	3	4	5

3. Organize or sponser education and training through courses, conferences, seminars or meetings for people who provide recreational service to handicapped .

Strongly disagree	Disagree	Agree	Agree strongly	Agree very strongly
1	2	3	4	5

4. Provide or support camp grounds, parks, fairgrounds or mobile recreation units for use by the handicapped.

Strongly disagree	Disagree	Agree	Agree strongly	Agree very strongly
1	2	3	4	5

5. Provide or disseminate information pertaining to recreation for handicapped. e.g. Reports, newsletters, brochures, training packets, audio-visual aids, etc.

Strongly disagree	Disagree	Agree	Agree strongly	Agree very strongly
1	2	3	4	5

6. Establish or administer a file or directory of local recreational facilities, opportunities or services that are available to handicapped.

Strongly disagree	Disagree	Agree	Agree strongly	Agree very strongly
1	2	3	4	5

7. Establish or administer a file or directory of local organizations or agencies, groups, volunteers, or professionals who provide recreation services to handicapped.

Strongly disagree	Disagree	Agree	Agree strongly	Agree very strongly
1	2	3	4	5

8. Support or encourage scholarships, work-study grants, study tours or internships for those studying recreation oriented pursuits.

Strongly disagree	Disagree	Agree	Agree strongly	Agree very strongly
1	2	3	4	5

9. Educate the general public on the recreational needs of the handicapped.

Strongly disagree	Disagree	Agree	Agree strongly	Agree very strongly
1	2	3	4	5

10. Provide or encourage research and studies dealing with recreation for handicapped.

Strongly disagree	Disagree	Agree	Agree strongly	Agree very strongly
1	2	3	4	5

11. Provide professional and technical services in planning program and service development in the area of recreation for handicapped. This includes giving evaluation of and consultation to agencies and personnel who provide recreation service to handicapped.

Strongly disagree	Disagree	Agree	Agree strongly	Agree very st ongly
1	2	3	4	5

12. Provide referral of handicapped to agencies providing recreational services. e.g. Recreation centers, parks, camps, social service agencies, civic clubs or organizations, religous organizations, etc.

Strongly disagree	Disagree	Agree	Agree strongly	Agree very strongly
1	2	3	4	5

13. Provide personnel who serve recreational needs of handicapped. e.g. Knowledgeable resource people, program advisors, staff or maintance personnel, volunteers, interns, etc.

Strongly disagree	Disagree	Agree	Agree strongly	Agree very strongly
1	2	3	4	5

14. Encourage or support special 4-H clubs couprised of members who are handicapped.

Strongly disagree	Disagree	Agree	Agree strongly	Agree very strongly
1	2	3	4	5

15. Encourage or support existing 4-H clubs that provide recreational services to handicapped. e.g. 4-H club members acting as big brothers or sisters to mentally retarded youth, or sponsoring a birthday party for a county care center, etc.

Strongly disagree	Disagree	Agree	Agree strongly	Agree very strongly
1	2	3	4	5

16. Coordinate transportation for handicapped to allow for greater participation in recreational activities.

Strongly disagree	Disagree	Agree	Agree strongly	Agree very strongly
1	2	3	4	5

17. Encourage the involvement of handicapped in recreational activities. e.g. Gardening projects, tours or trips, tournaments, etc.

Strongly disagree	Disagree	Agree	Agree strongly	Agree very strongly
1	2	3	4	5

18. Disseminate information to handicapped relative to recreational opportunities in the local community. i.e. Through the media, special group meetings, contacting community service agencies, etc.

Strongly disagree	Disagree	Agree	Agree strongly	Agree very strongly
1	2	3	4	5

19. Assist in establishment of standards, codes or agreements pertaining to recreation for handicapped. e.g. Addressing the problem of recreation facilities that are not physically accessible to handicapped.

Strongly disagree	Disagree	Agree	Agree strongly	Agree very strongly
1	2	3	4	5

20. Other _____

_____

Strongly disagree	Disagree	Agree	Agree strongly	Agree very strongly
1	2	3	4	5

Please make additional comments about services provided by county Cooperative Extension to handicapped in the space below. What additional services do you feel could be added at the county level?

_____

_____

_____

_____

_____

Would you like a synopsis of this project sent to you? Yes____ No____

THANK YOU FOR YOUR COOPERATION

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THE RURAL COOPERATIVE LEISURE SERVICE MODEL

by
Jerry Root, General Manager
Carol Stensrud, Executive Director
Gary Quiring, Media Director

INTRODUCTION

Recreation, play, fun and leisure--all are essential ingredients in a satisfied and fulfilled lifestyle. Many individuals have been forgotten. Their basic right to leisure opportunities denied. This is especially true in rural areas where the visibility of the disabled is limited due to sparse and diversely located populations.

The DO-IT LEISURE COOPERATIVE provides leisure services to meet the needs and interests of individuals with physical, mental, social, economic and emotional disabilities. DO-IT serves as a model of leisure service delivery for special populations in a predominately rural area.

JUSTIFICATION

The lack of community-based leisure services for the child or adult with special needs residing in a rural community is a nationwide problem. A survey conducted by the National Institute on New Models for Community Recreation and Leisure for Handicapped Youth indicated that of the responding communities none with a population of under 50,000 had leisure services for special individuals. (B.E.H. 1976:5)

A survey of existing leisure services in Butte County in 1975 indicated only one city with year around programs for special individuals, this being a segregated program only for the mentally retarded. Special events, parties and some seasonal programs such as handicapped swimming were available on a very limited basis in some of the bigger communities. The lack of leisure services is evidenced in this areas' developmental disability Area Board II plan that listed as priorities the following needed services.

Priority #4 Normalization Services

Problem: Too often persons with Developmental Disabilities are isolated and do not interact with the general public due to community attitude and lack of life experience or socialization training. (Area II, 1975: 37)

Priority #4 Recreation Sub-Category

Problem: The lack of sufficient programs and/or personnel to include or provide normalizing services to persons with Developmental Disabilities. (Area II, 1975: 41)

The problem identified in these studies is primarily a lack of leisure services to meet the needs of developmentally disabled individuals in the rural communities of northern California.

Each of the nine counties assessed in the feasibility study including Butte, Shasta, Tehama, Glenn, Lassen, Plumas, Modoc, Trinity and Siskiyou Counties evidenced that social/recreation programs were not available to meet the needs of the estimated 13,765 individuals with developmental disabilities. Specific comments concerning needs of the developmentally disabled related to leisure made by parents and professionals include:

1. More contact with outside (community)
2. Programs for "mildly retarded"
3. More chances to develop social skills
4. More peer interaction
5. More normal programs
6. Young adult group
7. More use of what is available in the community
8. More dances in the community on a regular basis

This documentation of the need for leisure services for the developmentally disabled in our rural county can be generalized as a needs statement related to special populations in general for the other categories of disabilities are not being served and have no central organization through which to voice needs such as the D.D. Area Board.

SUMMARY OF NEEDS

These studies document the significant need for a comprehensive leisure service delivery system that would provide a continuum of leisure programs serving to meet the needs of the disabled child or adult residing in the 35,000 square mile rural Area II. This leisure system needs to be developed with the following recommendations:

1. A continuum of leisure services from home bound recreation to community-based recreation be available.
2. Programs should be low cost and utilize already available community resources.
3. Programs should be consciously planned to provide maximum opportunities for integration and normalization.
4. Parent/guardian training in recreation for the disabled should be included.
5. A community advisory council should provide direction and input as to the types of programs developed for each area and also serve to coordinate limited resources.
6. Programs be provided to meet the needs of both children and adults.
7. A variety or programs should be offered to meet a variety of interests and skill levels.
8. Community education/awareness programs are needed to help overcome barriers to social integration.
9. Professional training in the development and provision of leisure services to the disabled in rural areas is needed.

HISTORY AND LOCATION

The DO-IT LEISURE COOPERATIVE is an officially incorporated, non-profit, tax-exempt organization located in rural Chico, California. It has successfully served the leisure needs of special populations in Chico since its inception in the fall of 1975.

PHILOSOPHY

Recreation is an integral part of human growth and development. Play is critical to the child's personal-social development. Similarly, adults need opportunities for personal choice of options which provide self-determination and personal satisfaction emerging from recreation and leisure time activities.

Citizens of the community who are considered to be disabled are currently limited in the opportunity to fulfill themselves through play, leisure and recreation activities. Recreation and leisure activity for all persons, however, are essential elements of a meaningful lifestyle and, as such, contribute to a person's sense of well-being and overall adjustment.

The principles of normalization and integration must be universally accepted to ensure non-discriminatory access to recreation programs and facilities. The services provided by the Cooperative promote the philosophy of normalization defined as "utilization of means which are as culturally normative as possible, in order to establish and/or maintain personal behaviors and characteristics which are as culturally normative as possible." (Wolfensberger, 1972: 28)

The Cooperative provides community-based, socially and physically integrated programs for special populations. These programs are appropriate to age, sex, skill and culture.

Every effort is made to avoid segration, categorizing, and labels that perpetuate society's negative view of the special individual. Our logo is a prime example of our attempt to provide non-labelistic services based on a person's needs, interests, and desires rather than on his disability category.

The Cooperative pursues a conscious effort to provide sequentially planned integration opportunities through three levels of leisure services: (1) specialized, (2) transitional, and (3) normalization programs. Our programs do not use the outdated segregated approach that in the past has demonstrated some effective recreational endeavors though often further segregated the handicapped individual.

PURPOSE/GOALS/OBJECTIVES

Purpose

The DO-IT LEISURE COOPERATIVE's primary purpose is to provide community-based leisure services to meet the needs, interests, and abilities of special populations and to provide them with sequentially planned social integration opportunities.

Goals of the DO-IT LEISURE COOPERATIVE, 1977-78

1. To provide community-based recreation services for the special populations of Chico through cooperative work and support from the following:
   a. Generic services mandated to serve the entire population of Chico (i.e., CARD, CUSD, CSUC)
   b. Specialized services for disabled and handicapped groups (i.e., Butte County Mental Health)
   c. Voluntary or advocate associations concerned with the welfare of special populations (i.e., Easter Seals Society)
2. To develop the organizational framework for the delivery of community-based leisure services for special populations following the cooperative method which will serve as a model for cities of similar size in northern California.
3. To create increased public awareness and a more knowing/understanding of the social and leisure needs of special individuals.
4. To demonstrate that community-based recreation programs for special populations are feasible and essential.

Specific Objectives

1.1 To serve a minimum of 100 individuals each fall and spring program seasons.
A minumum of 6,000 direct service hours per year will be provided.

1.2 To provide a minimum of twelve (12) different two (2) hour weekly recreation programs geared to meet the needs of special populations each fall and spring.
100 participants x 2 hours per week x 16 weeks = 3,200 direct service hours per year minimum.

1.3 To provide an eight (8) week summer day camp program meeting the needs of the developmentally disabled adult and child serving at least 75 participants.
75 participants x 16 hours = 1200 hours per year minimum.

1.4 To provide three levels of sequentially planned leisure services promoting normalization and integration of the individual. The three levels of services to be provided are: (1) Specialized services, (2) Transitional services, and (3) Normalization programs. (See the Cooperative Model, Page 4)

1.5 To provide at least one normalization event, i.e., DO-IT Dance each fall and spring serving at least 200 participants.
1,600 direct service hours per year minimum.

1.6 To demonstrate the effectiveness of the Cooperative Model by establishing an ongoing local, state and federal support community-based leisure services for the disabled in the Chico area.

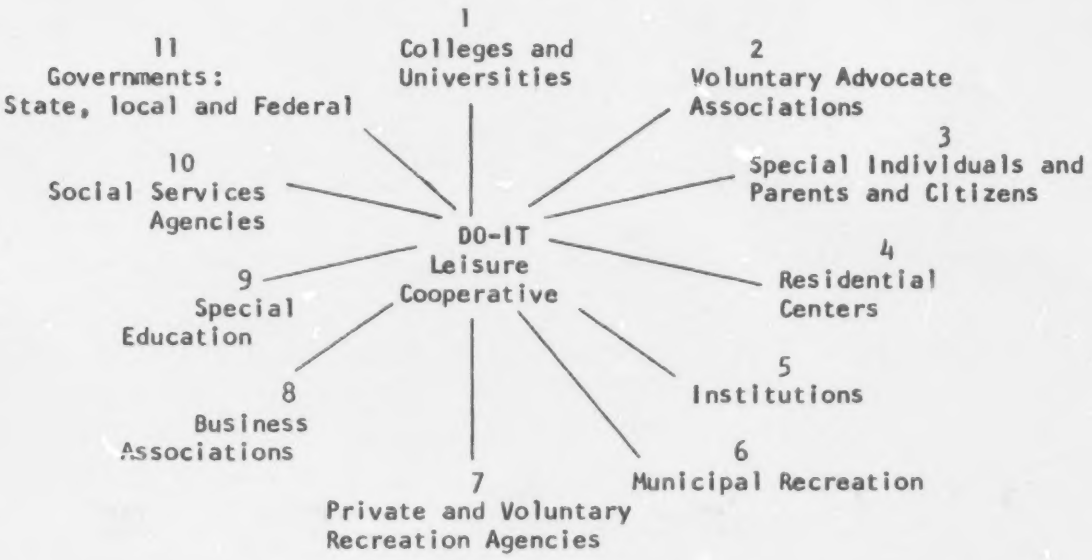
POPULATION SERVED

Special populations include the developmentally disabled, mentally and emotionally ill, physically handicapped, multiply handicapped and disabled aged. Services provided follow the philosophy of normalization that mandates that services are engaged in by choice rather than segregated by disability category.

THE DO-IT COOPERATIVE MODEL

The DO-IT LEISURE COOPERATIVE serves as a model of leisure service delivery for special populations in a predominately rural area, Chico, California, which has a population of 40,000. Within the area no one agency can provide adequate funds, resources, trained staff, volunteers, transportation and coordination services to insure quality leisure services. The Cooperative, a non-profit agency, has assumed the responsibility for coordinating whatever resources are available. The following diagram illustrates this cooperative model and the various resources we tap within the community.

Diagram 1



The agencies work cooperatively to provide the following program support:

1. Funds: Donations from businesses, matching in-kind funds from the local recreation departments, contractual funds, in-kind services from the University, community fund raising projects, and state and federal grants.
2. Personnel: Volunteers from community and University, recreation student program supervisors and interns, professional volunteers serving on the Board of Directors and Advisory Committee and interested citizen advocates, all working together for a common cause.
3. Transportation: Volunteer ride system by clubs and individuals, sharing agency vans and buses, and advocating for accessible transportation and parking spaces for the handicapped.

4. Facilities: Sharing of facilities of the University, schools, park and recreation department, voluntary organizations (A.R.C., etc.), private institutions and community resources such as theaters, bowling alleys and restaurants.
5. Services: Donated media production and publicity through volunteer media consultant, private communication firm and University media classes. Typing, duplicating and postage costs shared by many agencies.
6. Material and Equipment: Sharing wheelchairs and adaptive equipment (i.e.,bowling ramps) from health services agencies. Refreshments, and program supplies such as gardening materials and art supplies donated by interested local businesses.

Through the cooperative effort illustrated above, the DO-IT LEISURE COOPERATIVE provides a continuum of planned social integrative opportunities. (See Appendix VII, Sequential Integration Through Recreation)

Three levels of services are provided as follows:

1. Specialized Services: This type of service will meet the needs of individuals with accentuated needs. Programs will enable individuals to "acquire the physical, social and communicative skills necessary for participation in community-based leisure." (Melchers, 1976)
2. Transitional Adjustment Programs: This type of service provides an individual with opportunities to learn how to utilize the leisure resources and services in the community. Individuals released from hospitals, institutions, or residing in halfway residential settings will be provided assistance in becoming more self-actualizing and independent in their leisure.
3. Normalization Programs: This type of program will provide normative, totally integrated, leisure opportunities with only the needed adaptations so that all can participate. Having the same opportunities as their peers enables the handicapped to develop "normal" behavior. This in turn develops appropriate self-behavior that becomes acceptable to the public. Public acceptance and understanding can eliminate the social and attitudinal barriers that usually accompany a handicap or disability.

This continuum of service assures that the leisure needs of each individual are met in a manner that is best suited to his or her level of ability. It also provides the individual with the opportunity to maximize community integration and self-fullfillment through leisure involvements.

ORGANIZATIONAL STRUCTURE

The DO-IT Cooperative is guided by a qualified voluntary Board of Directors that represent agencies, interested advocates and the disabled individual himself. (See Appendixl, Board of Directors) A large community-wide advisory council serves to provide the Cooperative with a regular basis of two-way communication through which consumer input, idea sharing, resource development and continual evaluation is made possible.

PERSONNEL (PRESENT STATUS)

1. Cooperative Founder and Executive Director - Ms. Carol Stensrud, the developer of the Leisure Cooperative model, presently serves as the Executive Director of the organization. Her duties include administering the mandates of the Board of Directors and administration of the Cooperative. She has voluntarily served in this position for two years, working from 20 to 40 hours per week. Partial funding for her position is now provided through City Revenue Sharing Grant.
2. General Manager - Mr. Jerry Root presently is responsible for the fiscal management and overall coordination and administration of the Cooperative. His position is full-time and currently paid for by City Revenue Sharing monies.
3. Media Consultant - Mr. Gary Quiring has voluntarily served as the DO-IT LEISURE COOPERATIVE's media consultant for two years, working from 20 to 40 hours per week. His duties have included the development of slide-tape shows, TV shows, calendars, posters, brochures and general publicity. Funding for his position is being sought.
4. Program Coordinators - Seasonal programs, H.O.P.E. and S.C.O.P.E. program coordinators' positions are presently not funded and therefore not filled. A new fall program, Health through Leisure (HTL), has been funded by Butte County Mental Health, and two paid interns will coordinate this program. This summer, a manpower position may be available for the summer program coordinator.
5. Interns - Students from the fields of recreation, social welfare, physical education and community services have chosen to work as student interns with the Cooperative. Their positions have been varied and include: (1) administrative assistant, (2) special

events coordinator, (3) budget manager, and (4) agency liaison representative. The Cooperative provides quality learning experiences for these students who presently work on a full-time, non-paid basis. The Cooperative, however, cannot depend on this staff support for it is very seasonal and fluctuates drastically in number.

6. Program Managers - The DO-IT programs are supervised by non-paid personnel. Most program managers are training to be recreation therapists at CSU, Chico and work two hours per week as part of their necessary field work experience. A direct exchange of services between the Cooperative as a training agency and the University as a source of voluntary staff has proven very effective. The Cooperative recognizes this large voluntary input and feels that the model can be disseminated to other rural areas having community colleges for student manager resources.
7. Volunteers - The most important resource of personnel is the volunteer force. Community members, students, handicapped individuals, young and old people all find fulfillment through volunteering with DO-IT. These volunteers gain valuable experience, self-confidence and self-respect while they work directly with special participants in enjoyable leisure activities. Volunteers provide regular contact, friendship, leadership, transportation and advocacy as well as the basis for social integration of the handicapped with non-handicapped.
8. Support Staff - Secretary services and bookkeeping is provided through a variety of means. Paid positions through C.E.T.A., the Department of Vocational Rehabilitation and Revenue Sharing monies have been made possible to a limited extent. Volunteer services and in-kind sharing of secretarial services have made it possible for the Cooperative to have materials typed, duplicated and printed.

PROGRAM DESCRIPTION

The DO-IT LEISURE COOPERATIVE provides at least twelve different weekly programs and a DO-IT Dance each fall and spring and a summer Day Camp. The weekly programs average two hours in length. Every program is provided for eight consecutive weeks during each season, for a total of 16 weeks of regular programming. Programming during Christmas Vacation is being research, but has not been feasible in the past because of lack of funds and reliance on non-paid staff and volunteers.

The following information describes the 12 programs offered by the Cooperative ending the year 1976-77, ending May 6, 1977. Proposed programs for 1977-78 are also listed.

DO-IT LEISURE COOPERATIVE
Program Number/Title Code
Key

Title	Program Number
Fall and Spring Programs	
P.A.L. Folk Dance Club	1
Motor Development Program	2
Kenmar Social Club	3
Campfire Girls	4
Opportunity for Friends	5
A.G.A.I.N., "Adaptive Games at Intramural Night"	6
Creative Dramatics	7
Discovery Troop	8
Girl Scouts	9
DO-IT Dances	10
Senior Gardens	11
Summer Program	
DO-IT Camp	12
Proposed Programs, 1977-78	
H.O.P.E., "Home Outreach Program and Education"	13
S.C.O.P.E., "Small Community Outreach Program of Education	14
H.T.L., "Health Through Leisure"	15

Present Spring and Fall Programs

1. P.A.L. Folk Dance Club

   Participants - Adults who are retarded.
   Average Age - 33
   Average Attendance - 16

   Location - Joe McGie Activity Center
   Fifth and Flume, Chico

   General Description - The participants are provided opportunities to acquire motor skills and socialization skills through participation in folk dancing, and other recreational activities.

2. Motor Development Program

   Participants - Mentally retarded and emotionally disturbed children with motorical deficiencies and low self-concept.
   Average Age - 12
   Average Attendance - 15

   Location - Local School Gymnasium

   General Description - This program provides children with motor skills handicaps with one-to-one individualized motor skills training. The children explore balance beams, stagles, tires and ladders, and other motor activities.

3. Kenmar Social Club

Participants - Mentall[illegible]motionally disturbed, drug abusive, physically handicapped, [illegible]holic, epileptic and mentally retarded adults.
Average Age - 28
Average Attendance - 20

Location - Kenmar and community resources

General Description - A social program designed specifically for the Kenmar residents providing group interaction and social-recreational activities at the agency and in the community. The major emphasis of this program is the provision of transitional adjustment opportunities.

4. Campfire Girls

Participants - Mentally retarded girls
Average Age - 12
Average Attendance - 7

Location - Leaders' Homes

General Description - Participants are offered the opportunity to interrelate with peers in a social recreational enviornment receiving exposure to creative learning experiences (arts and crafts, home skills, outdoor activities, and community events).

5. Opportunity for Friends

Participants - Mildly retarded and physically impaired adults
Average Age - 24
Average Attendance - 17

Location - Community-based Leisure Resources

General Description - Community-based leisure programs designed to provide an integrated program of social activities for young adults.

6. A.G.A.I.N., "Adaptive Games at Intramural Night"

Participants - Physically and mentally impaired adults
Average Age - 20
Average Attendance - 30

Location - CSU, Chico South Gym and Orchard Bowling Lanes, Chico
General Description - A program offering activities, games, and sports suited to the interests and capacities of disabled adults. Wheelchair sports are participated in by both handicapped and non-handicapped adults residing in Chico.

7. Creative Dramatics

Participants - Welcome to all children handicapped and non-handicapped
Average Age - 10
Average Attendance - 25

Location - Melody Hall, Chico

General Description - A recreational program in creativity designed to meet the needs and interests of special populations in Chico (particularly at the elementary level). Puppetry, drama, and dance are the primary activities.

8. Discovery Troop

Participants - Mentally and/or physically impaired teens
Average Age - 16
Average Attendance - 8

Location - Chico Junior High School

General Description - A social-recreational co-ed group that meets regularly to develop creative talents and explore community leisure resources.

9. Girl Scouts

Participants - Economically deprived girls from the Chapman area
Average Age - 7 to 12
Average Attendance - 10

Location - Chapman Center

General Description - Young girls will be afforded the opportunity to engage in Girl Scout activities to include crafts and nature-related programs.

10. DO-IT Dance

Participants - Handicapped and non-handicapped teens and adults.
Average Age - 20
Average Attendance - 800

Location - CSU, Chico South Gym

General Description - A normative dance that is made accessible and desirable to the population of Chico by the provision of:

1. Quality entertainment
2. Reasonable prices and complimentary passes for those unable to pay
3. Free volunteer transportation
4. One-to-one advocacy if necessary

11. Senior Gardens

Participants - Residents of Crestwood and Riverside Convalescent Hospitals, Chico.
Average Age - 30 to 90 years
Average Attendance - 25

Location - Weekly programs at the hospitals and special events in the community

General Description - Disabled adults are provided opportunities to socialize and to be productive through involvement in indoor and outdoor gardening projects.

Summer Program

12. DO-IT Camp

Participants - Children and adults with special needs.
Average attendance - 20/sessions - 8 sessions

Location - Salvation Army facilities and Hooker Oak Day Camp site, Chico

General Description - Special populations will be provided day, evening, and weekend camping workshops including all types of camping and nature activities.

Proposed Programs, 1977-78

13. H.O.P.E., "Home Outreach Program and Education"

Participants - Developmentally disabled individuals
Average Age - all ages
Average Attendance - 30

Location - Out-of-Home placement facilities and private homes

General Description - One-to-one client-therapist relationship will be facilitated through DO-IT. The therapists, senior therapeutic recreation students and trained volunteers will assess client needs, develop individualized therapeutic objectives, implement carefully planned sequenced therapeutic treatment sessions and evaluate client progress. Parent/guardian education and counseling in leisure and recreation will be provided.

14. S.C.O.P.E., "Small Community Outreach Program and Education"

Participants - Six rural communities within the Developmental Disabilities Planning Board, Area II

Location - Rural northern California, DD Area II, six communities close to a junior college system as follows:

1. Oroville, Butte College
2. Redding, Shasta College
3. Marysville, Yuba College
4. Susanville, Lassen College
5. Weed, College of the Siskiyous
6. Quincy, Feather River College

General Description - The DO-IT LEISURE COOPERATIVE will provide consultation services, workshops and technical assistance in the development of community-based programs for the developmentally disabled in small rural communities.

15. H.T.L., "Health through Leisure"

Participants 20 mentally ill clients

Location - Oroville Board and Care Homes

General Description - Through a contractual agreement with Butte County Mental Health, individualized therapeutic recreation, leisure counseling and group programs will be provided. The program is funded for $9,600 for the year 1977.

DO-IT LEISURE COOPERATIVE
Continuum of Leisure Services
Diagram 2

Level of Service	Specialized	Transitional	Normalization
Types of Participants	Individuals with accentuated needs (i.e., severely retarded, autistic, multiply impaired, etc.)	Moderately to mildly impaired individuals (i.e., deinstitutionalized retarded individual, cerbral palsied person residing in a rest home)	Any individual who has close to normal socialization and leisure skills
Participant Needs	Social, emotional, physical rehabilitation/habilitation. Specific leisure skill development	Awareness of leisure opportunity social/recreational experience opportunities to begin to integrate into the community with needed support and assurance of success	Opportunities to actualize leisure needs, social integration
Purpose/Focus of Program	To bring about a desired social, emotional and/or physical behavior; to rehabilitate/habilitate as a necessary antecedent to leisure involvement	To provide transitional adjustment opportunities (segregated to integrated settings). To provide individuals with the needed advocacy and support to begin to integrate with success. To provide opportunities to practice leisure skills. To provide awareness of community-based leisure opportunities	To provide fully integrated leisure opportunities that are normative and serve to promote social and physical integration
Example Programs	H.O.P.E. - Home Outreach Program and Education - #13* Motor Development Program - #12* People and Laughter Group - #1* Senior Gardens - #11*	Opportunity for Friends - #5* Campfire Girls - #4* Discovery Blue Bird Troop - #8* Girl Scout Troop - #9* Kenmar Social Club - #3*	A.G.A.I.N. -#6* Creative Dramatics for Kids #7* DO-IT Dances - #10*

* See Program Description section for further information.

AVAILABLE RESOURCES

The Cooperative would like to share information with others. Do-It provides consultation services to communities interested in community-based leisure services. The following materials and services are available:

1. Title - The Do-It Leisure Cooperative
   Format - 28 minute, color ½" video tape 7" reel and 3/4" video cassette.
   Content - Community-based leisure services for special individuals following a cooperative service model for rural communities.
   Co-Producers - Mr. Gary Quiring & Mr. Jerry Root
   Executive Director - Ms. Carol Stensrud
   Purchase Cost - ½" video tape reel $70, rental $30 a day plus mailing. 3/4" video cassette $120, rental $40 a day plus mailing.

2. Title - The Do-It Leisure Cooperative - An Overview
   Format - 12 minute color, synchronized slide-tape show, 140-35 mm Kodak slides . Narrative on ¼" cassette tape.
   Content - The Do-It Cooperative philosophy and example programs of sequentially integrated community-based programs for special individuals are illustrated through pictures, script and music.
   CoProducers - Mr. Gary Quiring and Ms. Carol Stensrud
   Purchase Cost - $85, rental $30 a day plus mailing.

3. Title - A RESOURCE Manual -Community-Based Leisure Services for Special Populations
   Format - Loose leaf notebook @ 50 pages.
   Content - Steps in Developing Community-Based Services, Coordinated Recreation/Leisure Services for the Disabled Citizens of Butte County - an example proposal justification, Proposal Abstract, Budget Abstract, Itemized Budget, The Rural Cooperative Leisure Service Model, Disabled and the Law - Brief Outline, Population Figures - Disabled Citizens of Butte County, Example VAN procedures for accessible wheel chair lift van, Accessibility Legislation, Accessibility Checklist, Accessibility Bibliography, Commonly used terms relating to disabilities, Hints on Helping the Blind, Interpretive programs for the Mentally Retarded, Manual Alphabet for Hearing Impaired, Communicating with the Disabled - a brief listing of resources, Funding Resources, Do-It Leisure Cooperative Funding Methods, Steps of Proposal Development, Insurance, Bibliography - Community Based Leisure, Services and the Disabled Citizen.
   Author - Carol Stensrud
   Purchase Cost - $7 + mailing.

4. Title-Sequential Integration Through Leisure
   Format - 12 page pager.
   Content - The philisophical basis of sequentially planned leisure programs and a diagram of the continuum model.
   Author - Ms. Carol Stensrud
   Purchase Cost - $1.50 + mailing.

5. Title - "Speaking of Ourselves"
   Format - 20 minute, color video tape, 7" reel and or 3/4" video cassette.
   Content - Interviews conducted by Carol Stensrud with disabled consumers in regards to how recreation, leisure normalization and societal attitudes affect their lives.
   Producer - Mr. Gary Quiring
   Purchase Cost - ½" video tape reel $70, 3/4" video cassette $120, $30 a day rental plus mailing.

6. Title - The Cooperative Model: Community-based Leisure Services for Special Individuals
   Format - Booklet 17 pages
   Content - Philosophy of normalization and integration, program development, volunteer management, public relations, insurance, funding, programming and evaluation. A practical guide including many program management tools.
   Author - Ms. Carol Stensrud, M.T.R., Executive Director, Do-It Leisure Cooperative.
   Purchase Cost - $2.00 plus 25¢ mailing.

7. Title - Consultation/Inservice and Workshop Development
   Format - Dynamic training sessions using lecture, demonstration, games, media and group involvement geared to meet individual agency needs - half day/day or 2 day arrangements at site of your choice.
   Content - Practical training in the following areas: Community-Based Recreation and the Disabled - an overview of past, present and future trends; Normalization and Integration; Accessible Transportation - Van orientation; Legislation and the Disabled; Communicating with the Disabled; Public Relations; Volunteer Management; Staff Training; Programming; Funding; Administration/ Insurance; Evaluation; Community-Based Development Senario Game.

   Author - Do-It's Professional Staff
   Purchase Cost - Varies as to type of service desired.

8. Title - Let's Do-It, Community-Based Leisure Services for Special Individuals
   Format - Book, 500 pages.
   Content - An extensive practical resource book for the community recreator and therapeutic recreation professional.
   Author - Carol Stensrud
   Purchase Cost - Available Spring 1979

9. Title - Annotated Comprehensive Guide to Agencies, Professional Organizations and Information Centers related to the Disabled Individual's Needs
   Format - Booklet, 30 pages.
   Content - Complete guide to all national and international service agencies, with a special emphasis on recreation and leisure. Includes discription of services provided, address and contacts.
   Author - Ms. Carol Stensrud & Ms. Virginia Phelps
   Purchase Cost - $6.00 + handling.

10. Title - Creative Dramatics for the Multiply Handicapped
Format - 12 minute color synchronized slide-tape show, 140-35 mm slides.
Content - Simulating activities of creative dramatics such as creative movement, dramatic play, story dramatization, puppetry and play-making and their use with multiply impaired children are explored and explained.
Co-Producers - Mr. Gary Quiring & Ms. Carol Stensrud
Purchase Cost - $85, rental $30 a day plus mailing.

11. Title - Creative Dramatics for Special Individuals
Format- Pamphlet 15 pages
Content - Overview of a variety of creative dramatics, activities and adaptations. Extensive resource lists and bibliography.
Purchase Cost - $1.50 + 25¢ mailing.

Make checks payable to Do-It Leisure Inc.

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